OE 6000 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY

TYPE OF RELEASE

4. SOURCE
City School District of Columbus, Ohio

5. TITLE
The Enrichment Unit Approach for Effecting Planned Educational Change

6. AUTHOR(S) Eibling, Harold H.

7. DATE 12-31-65
8. PAGINATION 134p.
9. REFERENCES 51 ref.

10. REPORT/SERIES NO. N.A.

11. CONTRACT NO. N.A.

12. PUBLICATION TITLE N.A.

13. EDITOR(S) N.A.

14. PUBLISHER N.A.

15. ABSTRACT *(250 words max.)*

Problems associated with the education of disadvantaged youth--underachievement in academic programs, parental apathy, teacher anxieties, and institutional ineffectiveness--have induced the Columbus City School District to work out a program called, The Enrichment Unit Approach for Effecting Planned Educational Change. The project is committed to improving the educational service and opportunities given the disadvantaged child. Through the enrichment unit structure, one enrichment teacher will give professional assistance to three or four of the regular teachers. The enrichment teacher will concentrate efforts on the language development of children in the primary grades. Flexibility of the unit will make possible individual and small group instruction, teacher visits to homes of the children, and professional growth for teachers on school time. The project's two major thrusts will be the development of a language program to meet the educational needs of disadvantaged children and a home-school program to create understanding and cooperation in relation to the school program and children's maximum growth potential. Intensive efforts will be made to develop and improve communication skills, experiences to broaden cultural background, and encouragement of the child to take pride in himself and his abilities. In addition, the project will provide resources and services to institutions of higher education for preservice teacher-education programs.

16. RETRIEVAL TERMS *(Continue on reverse)*

disadvantaged youth
socially disadvantaged
academic enrichment
teacher distribution
teaching load
teacher attitudes
educational changes
language arts

underachievement
primary education
family-school relationship
instructional materials
summer schools
private schools
scheduling
teacher role

17. IDENTIFIERS

City School District of Columbus, Ohio
Elementary and Secondary Education Act

Enrichment Unit

OE 4304 (9-65)
ED002743

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

JAN 18 1966
BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67
JAN 6 1966

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES

Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

PART I—BASIC DATA

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	COUNTY CODE	LOCAL EDUCATIONAL AGENCY NO.	CONGRESSIONAL DISTRICT	RURAL OR URBAN
45	025	0270-1	12	U.

INSTRUCTIONS

Please read the accompanying instructions before completing this questionnaire.

Mail original and 3 copies to the State Educational Agency.

CERTIFICATION LOCAL EDUCATIONAL AGENCY (LEA)

THE APPLICANT DESIGNATED *below* hereby applies to the State educational agency for financial assistance pursuant to Public Law 81-874, Title II *[Public Law 89-10, Title I]* and assures that: The filing of this Part I of the application has been duly authorized by the legally constituted governing authority of applicant local educational agency and the representative executing this application has been duly authorized by formal action of said governing authority to file this Part I of the application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. Said authorization was voted and made a part of the minutes in an official meeting of the governing authority held on December 21, 1965. (See Attachment I)

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY: City School District of Columbus, Ohio

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE *(Type or print)*: Dr. Harold H. Eibling
Superintendent of Schools

CITY OR TOWN: Columbus

COUNTY: Franklin

MAILING ADDRESS *(Street, city, State, Zip Code)*:
270 East State Street
Columbus, Ohio 43215

TELEPHONE *(Area Code and Local No.)*: 614-228-3821

CONGRESSIONAL DISTRICT: 12

STATE: Ohio

SIGNATURE:

DATE: December 31, 1965

SECTION A—ORGANIZATION AND MEMBERSHIP DATA

1 NUMBER OF ELEMENTARY & SECONDARY SCHOOLS BY GRADE SPAN

MAKE AS MANY ENTRIES IN COL. 1 AS THERE ARE GRADE SPANS *(Combinations of grades K-2, K-6, 7-9, etc.)* INDICATE IN COL. 2 NUMBER OF SCHOOLS WITH EACH SUCH COMBINATION AND TOTAL NUMBER OF SCHOOLS.

GRADE SPAN	NO. OF SCHOOLS	GRADE SPAN	NO. OF SCHOOLS
See ATTACHMENT I-A-1			
TOTAL NUMBER OF SCHOOLS:			150

3 LEGAL NAMES OF DISTRICT IN WHICH NON-RESIDENT CHILDREN REPORTED IN ITEM 2, COL. 3 RESIDE, AND THE COUNTY OR COUNTIES IN WHICH EACH SUCH DISTRICT IS LOCATED.

LEGAL NAME OF DISTRICT	COUNTY OR COUNTIES
See ATTACHMENT I-A-3	

2 CURRENT MEMBERSHIP AS OF FALL 1965, AS NEAR OCT. 1 AS POSSIBLE *(Include data only for those grades for which applicant is responsible under State law. If necessary, estimate and write "Est." beside entry).*

GRADE LEVELS 1	NUMBER OF RESIDENT AND NON-RESIDENT *Use Best Data Available to Indicate Total Membership* 2	NUMBER OF NON-RESIDENT *If Data Not Available by Individual Grades, Bracket Grade Spans (1-8, 9-12, etc.) and Enter Total Number for Each Grade Span* 3
PRE-SCHOOL BELOW KIND.		
K		
1	See ATTACHMENT I-A-2	
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
OTHER *(Incl. Special, Ungraded, etc.)*		
TOTALS:	104,893	140

ED002743

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Office of Education
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SECTION B—FINANCIAL DATA *(If district has been reorganized, combine data of previous year with districts as of 1965–66)*

1	BUDGET FOR CURRENT EXPENDITURES		
	A. AGENCY RESPONSIBLE FOR FINAL BUDGET APPROVAL Franklin County Budget Commission	B. DATE SUCH AGENCY APPROVED 1965-66 BUDGET (See ATTACHMENT I-B-1)	C. IF NOT APPROVED, DATE SUCH APPROVAL EXPECTED

		EXPENDITURES AND BUDGET 1	64–65 EXPEND. 2	65–66 BUDGET 3
2	A	Expenditures from current revenues for: Administration, Instruction, Attendance, and Health Service, Pupil Transportation Services, Operation of Plant, Maintenance of Plant, and Fixed Charges *(series 100–800 in handbook 11)*	$36,805,448	$ 44,502,295
	B	Expenditures from current revenues for: Food Service deficit *(handbook 11, account 930)*, Student-Body Activities deficit *(account 1030)*, Improvements to Sites *(account 1210–c)*, Remodeling Buildings *(account 1220–c)*, and Initial or Additional Equipment *(account 1230)*.	684,124	437,935
	C	Transfer payments to other local educational agencies for the education of applicant's children *(TO BE COMPLETED ONLY BY AGENCIES NOT OPERATING ANY SCHOOL)*		
	D	*(Sum of A, B, and C)* TOTAL:	$37,489,572	$ 44,940,230

3		AMOUNT OF MAXIMUM BASIC GRANT AS DETERMINED BY YOUR STATE EDUCATION AGENCY	$2,284,522.16
4		*(IF BUDGET HAS FINAL APPROVAL, COMPLETE ITEMS 4A AND 4B BELOW)*	
	A	30 percent of amount in item 2d above for 1965–66	$13,482,069
	B	Applicant's maximum basic grant in item 3 or 4a above, whichever is less	$ 2,284,522.16
		(IF BUDGET DOES NOT HAVE FINAL APPROVAL, COMPLETE ITEMS 4C AND 4D BELOW)	
	C	30 percent of amount in item 2d above for 1964–65	$
	D	Applicant's maximum basic grant *(item 3 or 4c above, whichever is less)* pending final approval of 1965–66 budget	$

5 APPLICANT'S COMBINED FISCAL EFFORT 1963–64, 1964–1965

	YEAR 1	CURRENT EXPENDITURES *(From accounts included in determining the amounts in line 2d above)*			AVERAGE DAILY ATTENDANCE *(See instructions)* 5	AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS *(Col. 4 ÷ Col. 5)* 6
		TOTAL 2	FROM FEDERAL FUNDS *(See instructions)* 3	FROM NON-FEDERAL SOURCES *(Col. 2–Col. 3)* 4		
A	1963-64	$ 33,564,910	$	$33,564,910	91,076	$ 368.54
B	1964-65	37,489,572		37,489,572	95,280	393.47
	Increases (Decreases) 1964-65 over 1963-64	3,924,662		3,924,662	4,204	24.93
	Estimated amount 1965-66	$ 44,940,230	$	$44,940,230	98,059	$ 458.30

6		(IF AMOUNT SHOWN ON LINE 5C, COL. 6, IS A DECREASE, COMPLETE THE FOLLOWING)	
	A	Amount of decrease	$
	B	5% of amount on line 5a, col. 6	$
	C	(If line 6a above exceeds line 6b, does applicant assert that the combined fiscal effort for 1964–65 was not less than 1963–64? 1 ☐ YES 2 ☐ NO (If "Yes," explain.). If additional space is needed attach a separate sheet.	

7. Providing resources and services to institutions of higher education for the development of a pre-service teacher-education program.

Collaborative efforts, such as those suggested above between the Columbus City School District and institutions of higher education, necessitate delineation of responsibility with clarity. Since the Columbus City School District has worked closely with staff members of the School of Education of The Ohio State University on the preliminary design of the project, it is anticipated that initial efforts during the 1965-66 school year for developing collaborative machinery as suggested above would be with The Ohio State University's School of Education. Therefore, during the 1965-66 school year, the Columbus City School District would assume the major responsibility for pursuing the objectives cited above. But, as policies regarding joint action in the collaborative efforts cited above are structured and meshed with experience, it is anticipated that The Ohio State University would give more active assistance in the realization of the objectives of the project.

4. SCOPE OF UNIQUE PROJECT ACTIVITIES

Evolvement of Current Status of the Project

In June, 1964, the Columbus Board of Education approved a position paper calling for the expansion of compensatory services in the school system. Administrative responsibility for expansion efforts was vested in a newly created Division of Special Services, which began to function in August, 1964. In developing approaches to meet the needs of socially disadvantaged children, the Division of Special Services gave highest priority to serving primary children; the language arts program became the initial focus of effort.

To create impact upon the needs of primary-level pupils, the Division of Special Services evolved the concept of the 5-1 unit -- the prototype of the present enrichment unit. Opportunely for the Division of Special Services, a fortuitous development had occurred in the summer of 1963, when the Columbus Board of Education decided to utilize its unfilled classroom units under the State Foundation Program by assigning an additional teacher to each of approximately thirty schools throughout the school district. Many of these additional teachers were assigned to schools serving large concentrations of socially disadvantaged children during the 1963-64 school year. These teachers were given school-wide instructional responsibilities. Thus, a school originally having twenty teachers now had a twenty-first teacher added to its staff.

Although the experience of the 1963-64 school year revealed that useful educational service could be provided under such an arrangement, it was evident that the talents of this additional teacher were spread very thin. With this in mind, the Division of Special Services, in planning for the 1964-65 school year, set out to create an administrative device that would enable the additional teacher to create a more telling impact upon the children with whom she worked. The Division of Special Services, with the approval of the Division of Instruction, decided to assign the additional teacher to a staff of only five teachers, which meant that six teachers would serve five classrooms (or approximately 160 children). Hence, the 5-1 unit (enrichment unit) evolved and the additional teacher role was labeled enrichment teacher.

As the potential of the 5-1 unit was explored in relation to the strengthening of language arts at the primary level, it became apparent that the 5-1 unit would make it possible to approach two additional objectives: the strengthening of a program of professional growth for teachers assigned to 5-1 units and the strengthening of the relationship between these teachers and parents of the children being served. By the simple institution of two schedules -- Schedules I and II -- activities directed toward pursuing these two objectives could be undertaken during school hours.

Armed with this preliminary thinking and confident of the inherent potential of the 5-1 unit, the Division of Special Services approached the various levels of school administration from the superintendent to the building principals and requested that the 1964-65 school year be used to test the feasibility of the 5-1 unit in selected inner-city schools. Further, it was requested that the additional teachers originally assigned during the 1963-64 school year be reassigned to the 5-1 unit project during the feasibility year. As a result of this request, twenty-four schools were committed to the project and assigned one additional teacher each to permit participation. It was stipulated that the project's feasibility would be subjected to a one-year (1964-65) trial.

Early in the feasibility year, it became evident that the 5-1 unit had even more potential than was initially anticipated. By freeing teachers for a minimum of two full days each six weeks, it would be possible to enlist their reservoir of experience in developing, field testing, and demonstrating three interrelated dimensions of an expanded project: a program of language arts for disadvantaged children; a home-school relations program for their parents; and a program of professional growth for the teachers. Because such activities would require resources far beyond those commonly associated with the public-school setting, substantial progress in these areas was not possible during the feasibility year.

The potential value of the 5-1 unit for improving educational service dictated that sources of additional funding be explored. With the collaborative assistance of The Ohio State University, a three-year plan of action relating to the enrichment unit (the original 5-1 unit) was prepared and submitted for funding to the Ford Foundation and the Cooperative Research Branch of the U. S. Office of Education. Both groups expressed pronounced interest in the plan of action. The State Department of Education also showed interest and confidence in the outlined plan of action.

At this same time, the Elementary and Secondary Education Act was moving through the Congress quickly. In fact, Congress acted with such dispatch that the President signed it into law in early April. In the realization that the plan of action for the enrichment unit could be funded under Title I of this Act, both the Ford Foundation and the U. S. Office of Education recommended that the Columbus City School District explore this source of funds. The

Foundation also urged that the school district further pursue with it two aspects of the project: the role of the enrichment teacher as a change agent and the collaborative relationship between a public-school district and a major university.

Realizing that the mechanics of implementing the Elementary and Secondary Education Act would require time, yet being assured by the State Department of Education that federal funds would be available during the 1965-66 school year, the Columbus Board of Education committed its hard-pressed finances to funding a reasonable expansion of the enrichment unit project, effective in September, 1965. It must be emphasized that the school district did not decide upon this course until it had availed itself of all information about the new act extant and had studied carefully the testimony of teachers who participated in the project during its feasibility year.

During the 1965-66 school year, the project embraces twenty-four schools, involves sixty-one enrichment teachers and 215 regular teachers, and serves approximately 3,600 pupils. The Columbus Board of Education found it possible to assume such a financial obligation only because of the project's potential service to children and because of the almost certainty of federal funds being made available early in the 1965-66 school year.

Concept of Enrichment

Enrichment has appeared in educational literature with varying connotations. For many years the term "enrichment" was associated with the academically talented. Gradually educational thinking shifted to the position that enrichment is for all children -- helping all children learn all they can. In reality, enrichment means any activity or service that is designed to provide for children's differences and individuality. It implies a need to provide intensive help in developing and improving communication skills, experiences to broaden cultural background, and encouragement to develop pride within the child. Enrichment involves providing activities and services that are above and beyond those services rendered to children in the current educational setting and curricular program. It would seem plausible to cultivate two potential sources of enrichment; namely, additional professional assistance to children and professional growth of teachers.

The extent and nature of the additional professional assistance is discussed elsewhere in this proposal.

Professional growth is the very foundation for developing insights and understandings which will raise the quality of service rendered by the professional staff. Enrichment becomes the observable result of increased human insight which has been stimulated through active involvement in professional growth. The rationale underlying the project procedures for growth and change is more fully developed elsewhere in this proposal. Enrichment which is fostered through professional assistance and professional growth is reinforced by two nebulous yet vital dimensions often referred to as professional dedication and commitment. Dedication and commitment increase a teacher's productivity and elicit a willingness to seek new ways to meet the educational needs of children. The enrichment unit structure was designed with the intent to create the climate which nurtures commitment and productivity.

As professional personnel have the opportunity to broaden perceptions and experience job satisfactions, the quality of services rendered to socially disadvantaged children in the language arts will attain a higher level of enrichment.

Concentration of Effort in the Language Arts

The stated intent of this project is to better service the educational needs of the socially disadvantaged primary children in the language arts. Who are the socially disadvantaged? By and large, they are individuals who have been disadvantaged by subcultures which did not attune them to the demands and opportunities of modern urban life. Furthermore, they have been disadvantaged by the lack of respect in which other Americans have tended to hold them and their way of life. Finally, they have been disadvantaged by the poverty arising out of both causes. The term disadvantaged applies to all these groups, for they are all disadvantaged culturally, economically, physiologically, and psychologically.

Often the disadvantaged child has not been distinguished from the mentally handicapped or physically handicapped. The socially disadvantaged child is one who has been denied some social experiences that are usually expected within the context of family living prior to entering school. Not all, but the great majority of these children are from families at the bottom of the economic scale; they have visible concentration in larger cities. Compared with other children whose parents give them average or better advantages for getting started in school, the socially disadvantaged child lacks in varying graduations certain experiences. He lacks a family environment which sets an example of reading, and provides a variety of toys and play materials with colors, sizes, and objects that challenge his ingenuity to use both his hands and his mind. He also lacks a family conversational experience which answers his questions and encourages him to ask questions and which extends his vocabulary with new words or gives him the right or need to explain his point of view. Thus the socially

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JAN 1 8 1966

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OHIO DEPARTMENT OF EDUCATION
Office of Federal Assistance
Columbus, Ohio

JAN 6 1966

PROJECT APPLICATION

THE FOLLOWING DATA ARE REQUIRED AND WILL SERVE AS A COVER PAGE FOR YOUR PROPOSAL

Name of Local Educational Agency City School District of Columbus, Ohio		Address of Local Educational Agency 270 East State Street Columbus, Ohio 43215	
Authorized Representative of Local Educational Agency Dr. Harold H. Eibling		Position Superintendent of Schools	
Address 270 East State Street	Zip Code 43215	Telephone Number 228-3821	Area Code 614

Project Title (Be concise, descriptive and specific. Avoid obscure technical terms).

The Enrichment Unit Approach for Effecting Planned Educational Change

Building Location of Project (name and address). If not applicable, explain.

See ATTACHMENT: ROSTER OF ENRICHMENT UNIT STAFF)

Attendance Areas Served by Project (Buildings):

1. See ATTACHMENT indicated above
2.
3.
4.
5.
6.
7.
8.
9.
10.

Number of Educationally Deprived Children in the Project:

Attending Public Schools 3,312	Attending Non-tax supported Schools 288
Total Amount of Federal Funds Requested for this Project [illegible]	Number of Previous Projects Submitted during the Current Fiscal Year None
Date of Application of this Proposal January 1, 1966	Date Project is to Begin Feasibility Year Began September, 1964; Developmen Year Began September, 1965; ESEA Funds Began Jan. 1 1966
Date Final Evaluation Report of this Project is to be Submitted December, 1968 Sept ~~(Interim evaluation, October, 1966)~~	Date Project is to End August, 1968 (Interim period for present submission, Aug. 31, 1

OOFA-PPA-1(65)

OHIO DEPARTMENT OF EDUCATION
Office of Federal Assistance
Columbus, Ohio

JAN 6 1966

00017

ASSURANCES

TO

OHIO DEPARTMENT OF EDUCATION

REGARDING

APPLICATION FOR FEDERAL ASSISTANCE FOR EDUCATIONALLY

HANDICAPPED CHILDREN - P.L. 89-10, TITLE I

The City School District of Columbus, Ohio
School District hereby assures the Superintendent of Public Instruction that:

1. Personnel employed in the projects financed under this Title will be certified as required by Sections 3319.22 and 3319.30 of the Ohio Revised Code.

2. Personnel financed under this Title will not be certified for inclusion in the State Foundation Program. If personnel already included in the State Foundation Program are transferred to a project under this Title, The Division of School Finance, Ohio Department of Education, will be notified of such transfer(s) with the name and necessary information concerning each replacement.

3. Reports, as required, will be submitted to the Ohio Department of Education:

   (a) On each project funded, and
   (b) An annual report on all Title I projects, describing the effects of the entire program upon the educationally deprived children in your school district.

January 1, 1966
Date

Harold H. Eibling
Signature Harold H. Eibling, Superintendent
School District's Representative

OOFA-PPA-1(65)

City School District of
Columbus, Ohio
School District

Franklin
County

7. Coordination with Community Action Program

To be completed by all applicants where such projects are in operation.

a. Name of Community Action Agency or Agencies

Columbus Metropolitan Area Community Action Organization

b. Provide the following information for each Community Action Program related to elementary and secondary education.

1. Title

Neighborhood Youth Corps

2. Description

To provide youth, both attending school and not attending school, with job opportunities to develop work skills.

3. Sponsoring Organization

City of Columbus

4. Applicant's relations with sponsoring organization in developing this program. Participated in proposal development, particularly as it related to identifying employment positions within the schools and pupils eligible for participation in the project.

c. Coordination, if any, planned for this project with Community Action Projects. The local community action organization has been periodically informed of the development of the Enrichment Unit Project since the agency's inception. (See "d" below)

d. Views on this project, if any, of the Community Action Agency.

The Superintendent of Schools is a member of the agency's Board of Trustees while members of the school administration are members of the agency's Technical Advisory Group and Program Planning Group.

Submit original and 2 copies with project proposal to:

Coordinator, Title I
Ohio Department of Education
3201 Alberta Street
Columbus, Ohio 43204

OE 4305 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

00017

JAN 6 1966

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES

Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

PART II—PROJECT APPLICATION

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	STATE PROJECT NO.	DATE APPROVED		TOTAL AMOUNT APPROVED
45	00017	1-6-66		$610,659.00
COUNTY CODE	LEA NO.	LEA PROJECT(S) FISCAL YR.	LEA PROJECT(S) NUMBER	AMOUNT APPROVED
25	02704	1966	791	610,659.00

INSTRUCTIONS—*Please read the accompanying instructions before completing this application. Mail original and 3 copies to the State Educational Agency.*

	FY OF FUNDS	MAXIMUM FEDERAL FUNDS AVAILABLE	AMOUNT PREVIOUSLY APPROVED	AMOUNT CURRENTLY AVAILABLE
1	1966	2,284,522.16	0	2,284,522.16
2				
3				
4				

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY (LEA)

The APPLICANT(S) DESIGNATED below hereby applies to the State Educational Agency for approval of a grant of Federal Funds for the purpose of providing programs for meeting the special educational needs of educationally deprived children of low-income families as set forth in this project application.

The applicant(s) declare(s) that the data in support of this application are correct and complete, that the filing of this application has been duly authorized by the local educational agencies designated below, that each undersigned officer has been duly authorized by formal action of local educational agencies to file this application for and in behalf of said applicant(s) and otherwise to act as the authorized representative(s) of the applicant(s) in connection with this application.

1. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY: City School District of Columbus, Ohio
CITY OR TOWN: Columbus
COUNTY: Franklin
CONGRESSIONAL DISTRICT: 12
STATE: Ohio

AUTHORIZED REPRESENTATIVE FOR LEA
NAME AND TITLE *(Type or print)*: Dr. Harold H. Eibling, Superintendent
MAILING ADDRESS *(Street, City, State, Zip Code)*: 270 East State Street
Columbus, Ohio 43215
TELEPHONE *(Area Code and Local No.)*: 614-228-3821
SIGNATURE: Harold H. Eibling
DATE: December 31, 1965

CERTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR COOPERATIVE PROJECTS

2. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY:
CITY OR TOWN:
COUNTY:
CONGRESSIONAL DISTRICT:
STATE:

AUTHORIZED REPRESENTATIVE FOR LEA
NAME AND TITLE *(Type or print)*:
MAILING ADDRESS *(Street, City, State, Zip Code)*:
TELEPHONE *(Area Code and Local No.)*:
SIGNATURE:
DATE:

3. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY:
CITY OR TOWN:
COUNTY:
CONGRESSIONAL DISTRICT:
STATE:

AUTHORIZED REPRESENTATIVE FOR LEA
NAME AND TITLE *(Type or print)*:
MAILING ADDRESS *(Street, City, State, Zip Code)*:
TELEPHONE *(Area Code and Local No.)*:
SIGNATURE:
DATE:

4. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY:
CITY OR TOWN:
COUNTY:
CONGRESSIONAL DISTRICT:
STATE:

AUTHORIZED REPRESENTATIVE FOR LEA
NAME AND TITLE *(Type or print)*:
MAILING ADDRESS *(Street, City, State, Zip Code)*:
TELEPHONE *(Area Code and Local No.)*:
SIGNATURE:
DATE:

SECTION A—PROJECT INFORMATION

1 BRIEF DESCRIPTIVE TITLE OF THE PROJECT

The Enrichment Unit Approach for Effecting Planned Educational Change

2 DESCRIBE THE PROJECT, USING ONLY THE SPACE BELOW

This project is committed to raise the quality of educational service, educational opportunity, and educational achievement by accommodating more fully the intensified educational needs of primary grade children through effecting planned educational change by developing and implementing programs of language arts instruction for children, programs of professional growth for staff, and programs of parent education.

			DATES	
3	PROPOSED SCHEDULE FOR PROJECT		BEGINNING	
	A	PLANNING AND ADMINISTRATIVE PREPARATION *(Include activity begun prior to submission of this application)*	August 1, 1964	
			BEGINNING	ENDING
	B	CONDUCT OF PROJECT Feasibility year began September, 1964. Development year began September, 1965.	ESEA Funds Jan. 1, 1966	August, 1966

4 LOCATION OF PROJECT IN SCHOOL ATTENDANCE AREAS HAVING HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

NAME OF SCHOOL(S) IN ATTENDANCE AREAS *(If cooperative project, give name of LEA after name of school)*	GRADE SPAN	MEMBERSHIP AS OF OCT. 1, 1965
See ATTACHMENT II-A		
	TOTAL:	14,754

5 ESTIMATED NUMBER OF CHILDREN RESIDING IN THESE ATTENDANCE AREAS AND ATTENDING NON-PUBLIC SCHOOLS

A	ELEMENTARY GRADE SPANS 1 TO 6	763
B	SECONDARY GRADE SPANS 7 TO 12	287
C	TOTAL:	1,050

6 ESTIMATED NUMBER OF ALL CHILDREN AGED 5-17 LIVING IN THESE ATTENDANCE AREAS

A	NUMBER ENROLLED IN ANY PUBLIC OR NON-PUBLIC SCHOOL	23,873
B	NUMBER NOT ENROLLED IN ANY SCHOOL	2,387
C	TOTAL:	26,260

7 NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN THIS PROJECT *(If this is a cooperative project, enter totals here and provide a separate table for each local educational agency.)*

A NUMBER OF CHILDREN PARTICIPATING *(See instructions)* / AMOUNT OF TIME PER CHILD

GRADE LEVEL	NUMBER ENROLLED		NOT ENROLLED	AVERAGE NUMBER		
	PUBLIC	NON-PUBLIC		WEEKS	HOURS PER WEEK	HOURS PER CHILD
PRE-SCHOOL						
K						
1	1,490	130	--	24	2.5	60
2	1,011	87	--	24	2.5	60
3	811	71	--	24	2.5	60
4						
5						
6						
7						
8						
9						
10						
11						
12						
OTHER						
TOTAL:	3,312	288	--	24	2.5	60
AVERAGE ALL GRADES:						

B NUMBER OF ADULTS PARTICIPATING

A	TEACHERS	220
B	PARENTS	5,041
C	ADMINISTRATORS	31
D	ADULT VOLUNTEERS	--
E	OTHER SCHOOL PERSONNEL	7
F	OTHER ADULTS *(Specify)* University Consultants	8
	TOTAL:	5,307

8 ... OTHER CHILDREN IN THIS PROJECT AREA WHO NEED THE SERVICES TO BE PROVIDED ...ECT OR A PREVIOUSLY APPROVED PROJECT

NUMBER 2,467

...HER EDUCATIONALLY DEPRIVED CHILDREN IN THIS PROJECT AREA WHO NEED OTHER TYPE OF SERVICES THAN THOSE PROVIDED

TYPE OF SERVICE	NUMBER OF CHILDREN
ices	11,330
TOTAL:	

13 PERSONNEL PRESENTLY EMPLOYED BY THE LEA OR FOR WHOM POSITIONS ARE INCLUDED IN THE FY 1966 BUDGET

CLASSIFICATION (*Handbook IV number*)		See ATTACHMENT II-13 ACTIVITY ASSIGNMENT	TOTAL NUMBER IN APPLICANT'S DISTRICT		TOTAL NUMBER IN THIS PROJECT AREA	
			MORE THAN HALF-TIME	HALF-TIME OR LESS	MORE THAN HALF-TIME	HALF-TIME OR LESS
1	2	3	4	5	6	7
2230.01	1	TEACHING ASSIGNMENTS: Teacher—Pre-school				
	2	Teacher—Kindergarten	151	34	31	6
	3	Teacher—Remedial reading and language development	3			
	4	Teacher—Speech correctionist	18		3	6
	5	Teacher—Emotionally disturbed	9		9	
	6	Teacher—Physically handicapped	68		68	
	7	Teacher—Mentally retarded	96		16	
	8	Teacher—Socially maladjusted	1		1	
	9	Other teaching assignments not specified above	3,305	2	424	
	10	*(Sum of items 1–9)* SUBTOTAL:	3,651	36	552	12
2230.02	11	Teacher aide assignment		12		8
2230.03	12	Librarian assignment	45			
2230.04	13	Supervision assignment	11		8	
2230.05 to .09	14	Administration assignment (*inc. 2230.05, .06, .07, .08, .09)*	216		55	
2230.15	15	Counseling assignment	87			
2230.16	16	Psychologist assignment	12		12	
2230.17	17	Testing assignment	1		1	
2230.18	18	Social work assignment	--	--		
2230.19	19	Attendance assignment	36		2	10
2230.20	20	Nurses assignment	39		5	6
2230.21	21	Physician assignment		2		2
2230.22	22	Dentist assignment		2		2
	23	Dental Hygienist Assignment	3		3	
	24	✲ Other Professional and Technical Assignments *(Not Specified Above)*	69		58	
		(Sum of items 11 through 24) SUBTOTAL:	519	16	144	28
		(Sum of items t Teachers GRAND TOTAL:	4,170	52	696	40

15 CAN THE SERVICES AND ACTIVITIES DESCRIBED IN THIS PROJECT APPLICATION BE PROVIDED IN EXISTING SCHOOL FACILITIES *(with or without minor alterations)* OR IN RENTED FACILITIES? (See ATTACHMENT II-A-15)

1 ☐ YES 2 ☐ NO *(If "NO," complete items 16 and 17 and give explanation below under "remarks.")*

16 REQUEST FOR FEDERAL FUNDS TO CONSTRUCT SCHOOL FACILITIES REQUIRED FOR THE OPERATION OF THE PROJECT

A DESCRIPTION OF NEW FACILITIES TO BE CONSTRUCTED OR MAJOR ALTERATIONS PROPOSED FOR EXISTING FACILITIES. *(Please attach drawing)*

B ESTIMATED COST OF PROPOSED FACILITIES

HANDBOOK 11 REFERENCE NO. 1		FACILITIES 2	AMOUNT 3	TOTAL AMOUNT 4
1210C	1	Site preparation and improvements	$	
1220B	2	Erection of new structures or additions		
1220C	3	Remodeling, alteration, conversion or improvement of existing structures		
1220B, C	4	Utility connections *(If not included above)*		
	5	*(Lines 1 through 4)* SUBTOTAL:	▨	
1220B, C	6	Built-in equipment *(If not included above)*		
1220B, C	7	Movable equipment *(Attach list)*		
	8	*(Lines 6 and 7)* SUBTOTAL:	▨	
1220A	9	Architectural and Engineering Services		
1220A	10	Legal and administrative services		
	11	*(Lines 9 and 10)* SUBTOTAL:	▨	
	12	*(Lines 5, 8, and 11)* GRAND TOTAL:	▨	

17 PROPOSED SITE FOR CONSTRUCTION OF SCHOOL FACILITY

A IS SUITABLE SITE AVAILABLE? 1 ☐ YES 2 ☐ NO

B. LOCATION OF SITE

C APPLICANT'S INTEREST IN THE SITE

1 ☐ TITLE 2 ☐ LEASE 3 ☐ OPTION TO PURCHASE 4 ☐ OTHER *(Specify)*

REMARKS

JAN 6 1966

14 POSITIONS TO BE ADDED AS STAFF MEMBERS OF THE PROJECT

INSTRUCTIONS—*For columns 3 and 4, use separate lines for more than half-time and half-time or less*

00017

	SPECIFIC POSITION TITLE 1	ACTIVITY ASSIGNMENT *(Col. 2, Item 13)* 2	NUMBER EMPLOYED		NUMBER OF MONTHS OF EMPLOYMENT 5	NUMBER OF UNPAID VOLUNTEERS 6
			MORE THAN HALF-TIME 3	HALF-TIME OR LESS 4		
A	TEACHING POSITIONS					
	Enrichment Teachers	24	40		24	
	TOTALS:	▨	40		960	
B	OTHER POSITIONS					
	Project Coordinators	14	2		35	
	Project Associates	14	1		26	
	Project Assistants	24	2		24	
	Clerk-Stenographers	--	2		35	
	TOTALS:	▨	7		214	
C	(A and B) TOTAL:	▨	47		1,174	

JAN 6 1966

ATTACHMENT II-4

Elementary School Attendance Areas	Grade Span	Membership* as of October 1, 1965
Avondale	K-6	660
Bellows	K-6	413
Brentnell	K-6	581
Chicago	K-6	560
Douglas	K-6	626
Eleventh	K-6	949
Fair	K-6	699
Fairwood	K-6	698
First	K-6	369
Garfield	K-6	535
Heyl	K-6	957
Hubbard	K-6	541
Lincoln Park	K-6	776
Livingston	K-6	739
Main	K-6	948
Milo	K-6	814
Ohio	K-6	774
Reeb	K-6	793
Second	K-6	562
Weinland Park	K-6	742
Windsor	K-6	1,018

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*Membership includes only pupils attending public schools.

ATTACHMENT II-13

The Enrichment Unit Project initiated its feasibility year in September of 1964. The staff of the project was expanded during the developmental year in September of 1965 in anticipation of funds under Title I of the Elementary and Secondary Education Act (1965). With the exception of five (5) enrichment teachers and two (2) project assistants, the expanded professional staff is included in the figures of Item 13, Columns 4 through 7. These staff members have been in the employment of the school district since September of 1965. Using the 1964-65 school year as a base-line year, the actual expanded staff for which funds are requested is indicated in Item 14, Columns 2 through 6. Those staff members participating in the Enrichment Unit Project during the feasibility year (1964-65) will be maintained as a local effort.

ATTACHMENT II-A-15

ADEQUACY OF EXISTING FACILITIES

Although the Enrichment Unit Project is presently housed within the facilities of the participating schools, the majority of the facilities are inadequate. This inadequacy is illustrated by the following:

8 enrichment teachers housed in 8 libraries.

9 enrichment teachers housed in 8 storage rooms.

18 enrichment teachers housed in 7 multipurpose rooms.

4 enrichment teachers housed in 2 classrooms from which pupils have been displaced and are being bused or housed in local rented space.

1 enrichment teacher housed in 1 teachers' room.

4 enrichment teachers housed in 4 coat rooms.

1 enrichment teacher housed in 1 kitchen.

The effects of such inadequate facilities on the pupils participating in the project as well as the effect on other pupils who are often denied use of certain school facilities -- multipurpose room or library -- have multiple and serious repercussions for project development.

Because of the inadequacy of the existing facilities and the associated effect upon pupils, the Columbus City School District is currently reviewing facilities in schools participating in the Enrichment Unit Project. This review would serve as the basis for requesting a supplementary grant for construction under Title I of the Elementary and Secondary Education of 1965.

4305-2 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW INCOME FAMILIES

Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER

Dr. Edward E. Holt

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. The Assurance of Compliance (HEW 441) or court order or desegregation plan previously filed with the Office of Education in accordance with the regulations of the Department of Health, Education, and Welfare applies to this application.

d. The amounts of non-Federal funds expended for free public education in the project areas will be maintained at the same level as they would have been maintained if no projects had been approved for those areas.

e. In the case of construction required for the project—

(1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the Ohio Department of Education that funds have been allotted and to be prosecuted to completion with reasonable diligence;

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Numbered 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the President's Committee on Equal Employment Opportunity issued pursuant to Executive Order 10925 of March 6, 1961, as amended by Executive Order 11114 of June 22, 1963, in connection with any contract for construction for which it receives Federal assistance under Public Law 81-874, Title II.

SIGNATURE OF APPLICANT'S REPRESENTATIVE	DATE
	December 31, 1965

U.S. GOVERNMENT PRINTING OFFICE : 1965 OF—[illegible]

COPY 2—OFFICE OF EDUCATION

RECOMMENDATIONS FOR MATERIALS AND EQUIPMENT
For 3-1 and 4-1 Units

Third Grade Unit

Supplementary Textbooks

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
The New Guess Who	1.29 ea.	6	7.74	8	10.32
Teachers Edition	1.29 ea.	1	1.29	1	1.29
The New We Three	1.41 ea.	10	14.10	12	16.92
The New What Next, Part I, Diamond Edition	1.29 ea.	18	23.22	24	30.96
The New What Next, Part II Diamond Edition	1.29 ea.	18	23.22	24	30.96
The New Tall Tales, Part I Diamond Edition	1.29 ea.	18	23.22	24	30.96
The New Tall Tales, Part II Diamond Edition	1.29 ea.	18	23.22	24	30.96
Just Imagine	1.71 ea.	18	30.78	24	41.04
Teachers Edition	1.71 ea.	2	3.42	2	3.42
Think and Do, Teachers Edition					
The New Guess Who	.45 ea.	1	.45	1	.45
Fun With our Friends	.54 ea.	1	.54	1	.54
More Fun With our Friends	.54 ea.	1	.54	1	.54
Friends Old and New	.54 ea.	4	2.16	5	2.70
More Friends Old and New	.54 ea.	4	2.16	5	2.70
Roads to Follow	.54 ea.	4	2.16	5	2.70
More Roads to Follow	.54 ea.	4	2.16	5	2.70
The Hidden Lookout	1.35 ea.	18	24.30	24	32.40
Who Cares	1.35 ea.	18	24.30	24	32.40
Teachers Edition	.45 ea.	4	1.80	5	2.25
Up and Away	1.80 ea.	10	18.00	12	21.60
Teachers Edition	1.80 ea.	1	1.80	1	1.80
Workbook, Teachers Edition	.66 ea.	1	.66	1	.66
Come Along	1.80 ea.	10	18.00	12	21.60
Teachers Edition	1.80 ea.	1	1.80	1	1.80
Workbook, Teachers Edition	1.80 ea.	1	1.80	1	1.80
On We Go	1.80 ea.	10	18.00	12	21.60

		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
Teachers Edition	1.80 ea.	1	1.80	1	1.80
Workbook, Teachers Edition	.66 ea.	1	.66	1	.66
My Little Pictionery	1.29 ea.	10	12.90	10	12.90
My Second Pictionery	2.46 ea.	30	73.80	40	98.40
Thorndike-Barnhart Beginning Dictionary	2.67 ea.	30	80.10	40	106.80
Readers Digest Skill Builders					
Grade One, levels 1 and 2	.42 ea.	9	3.78	12	5.04
Teachers Manuals	.42 ea.	2	.84	2	.84
Grade Two, levels 1, 2, &3	.60 ea.	45	27.00	60	36.00
Teachers Manuals	.60 ea.	12	7.20	15	9.00
Grade Three, levels 1, 2, & 3	.60 ea.	45	27.00	60	36.00
Teachers Manuals	.60 ea.	12	7.20	15	9.00
Allowance for replacements and additions			35.00		50.00
Total Supplementary Texts For One Third Grade Unit			$548.12		$713.51

Library or Trade Books

Item		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
Books Suggested for Scott, Foresman Series, Set of 30	90.00 ea.	2	180.00	3	270.00
Dolch First Regular Library Set of 16	28.64 ea.	1	28.64	1	28.64
Dolch Basic Vocabulary Library Set of 16	35.04 ea.	2	70.08	2	70.08
Dolch Folklore of the World Library Set of 12	28.68 ea.	2	57.36	2	57.36
Holidays, Set of 8	16.96 ea.	2	33.92	2	33.92
Golden Book Encyclopedias, Set of 16	56.00 ea.	2	112.00	2	112.00
Cadmus Books, Group Two Set of 102	207.89	1	207.89	1	207.89
Boxcar Children Series, Set of 11	17.13	3	51.39	4	68.52
Torchbearer Library I, Set of 37	59.50	2	119.00	2	119.00
Reading Circle Library, Grade 2 Set of 20	34.80	1	34.80	1	34.80
Reading Circle Library, Grade 3 Set of 20	37.79	2	75.58	2	75.58
Read for Fun Series, Set of 20	20.00	2	40.00	2	40.00
Allowance for Replacements and Additions			35.00		50.00
Total Library or Trade Books for One Third Grade Unit			$1,045.66		$1,167.79

Published Teacher Aids

Item		3-1 Unit Number	3-1 Unit Cost	4-1 Unit Number	4-1 Unit Cost
Arbuthnot Anthology	8.20 ea.	2	16.80	2	16.80
Childrens Literature in Elementary School	7.50 ea.	1	7.50	1	7.50
Log Book, Third Grade	4.95 ea.	1	4.95	1	4.95
Phonics	5.36 ea.	1	5.36	1	5.36
Golden Treasury of Poetry	4.95 ea.	3	14.85	4	19.00
Webster's 7th New Collegiate Dictionary	6.75 ea.	1	6.75	1	6.75
Language Arts Handbook, Grade 3	2.50 ea.	2	5.00	2	5.00
Teachers Guide for Remedial Reading	4.96 ea.	1	4.96	1	4.96
Allowance for Replacements and Additions			12.00		15.00
Total Published Teacher Aids for One Unit, Third Grade			$78.17		$85.32

Teaching Aids

		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
Cards and Games					
Dolch Word Cards	2.50 ea.	4	10.00	5	12.50
What the Letters Say	1.95 ea.	4	7.80	5	9.75
The Sentence Game	1.00 ea.	4	4.00	5	5.00
Vowel Lotto	1.98 ea.	4	7.92	5	9.90
Consonant Lotto	1.98 ea.	4	7.92	5	9.90
Group Sounding Game	2.10 ea.	4	8.40	5	10.50
Syllable Game	2.10 ea.	4	8.40	5	10.50
Word prefixes, suffixes, blends	.59 ea.	4	2.36	5	2.95
Phonetic Word Drill Cards	2.50 ea.	4	10.00	5	12.50
Picture Readiness Game	1.25 ea.	4	5.00	5	6.25
Charts					
Phonics Charts	7.25 ea.	4	29.00	5	36.25
Skills Charts	2.50 ea.	8	20.00	10	25.00
Wall Charts	5.00 ea.	4	20.00	5	25.00
Chart Stand	9.75 ea.	4	39.00	5	48.75
Peg-Flannel Board	18.00 ea.	4	72.00	5	90.00
Flannel Board Aids					
Vowels	2.50 ea.	4	10.00	5	12.50
Cars and Trucks	2.50 ea.	4	10.00	5	12.50
Trains	2.50 ea.	4	10.00	5	12.50
Original Story Set	2.50 ea.	4	10.00	5	12.50
Other Titles	2.50 ea.	4	10.00	5	12.50

		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
Magnetic Chalkboard	8.95 ea.	4	35.80	5	44.75
Magnetic Board Aids					
Magnetic Capitals	3.95 ea.	4	15.80	5	19.75
Magnetic Lower Case	4.95 ea.	4	19.80	5	24.75
Miscellaneous Titles	4.50 ea.	4	18.00	5	22.50
Pictures					
Common Insects, Set of 8	7.00 ea.	2	14.00	2	14.00
Wild Animals, Group 1 Set of 8	7.00 ea.	2	14.00	2	14.00
Common Birds, Group I Set of 8	7.00 ea.	2	14.00	2	14.00
Common Fruits, Set of 8	7.00 ea.	2	14.00	2	14.00
Familiar Birds, Their Young and Nests, Set of 8	7.00 ea.	2	14.00	2	14.00
Puppets					
Animals, Story Characters, Negro & White Families	1.00 ea.	20	20.00	25	25.00
Rolling Readers					
First Rolling Reader	3.30 ea.	3	9.90	4	13.20
Second Rolling Reader	3.30 ea.	3	9.90	4	13.20
Third Rolling Reader	3.30 ea.	5	16.50	6	19.80
Rolling Phonics, Consonants	3.30 ea.	5	16.50	6	19.80
Rolling Phonics, Vowels	7.50 ea.	5	37.50	6	45.00
Allowance for Replacement and Additions			50.00		75.00
Total, Teaching Aids for One Third Grade Unit			$621.50		$770.00

Audio-Visual Materials

Item		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
Filmstrips					
Phonics					
This is You					
Four Seasons					
Animals					
True Life Adventure					
Story Classics					
Wonder Tales	6.00 ea.	10	60.00	15	80.00
Records					
Poetry Time	5.85 ea.	2	11.70	2	11.70
Sounds Around Us	5.85 ea.	2	11.70	2	11.70
Phonics Records	8.88 ea.	1	8.88	1	8.88
Story Teller Record Library	15.92 ea.	1	15.92	1	15.92
Children's Concert Series Set of 8	10.00 ea.	2	20.00	2	20.00
Allowance for Replacements and Additions			20.00		25.00
Total, Audio-Visual Materials for One Third Grade Unit			$148.20		$173.20

Equipment

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Record Player	60.00 ea.	4	240.00	5	300.00
Tape Recorder, with earphones	145.00 ea.	1	145.00	1	145.00
Filmstrip - Slide Projector	100.00 ea.	1	100.00	1	100.00
Overhead Projector	165.00 ea.	1	165.00	1	165.00
Movie Screen	45.00 ea.	1	45.00	1	45.00
Table Top Projection Screen	10.95 ea.	1	10.95	1	10.95
Bookcart on Wheels	60.00 ea.	4	240.00	5	300.00
Veriplay Screen	33.50 ea.	1	33.50	1	33.50
Allowance for Replacements and Additions			50.00		75.00
Total, Equipment for One Third Grade Unit			$849.45		$1174.45

Other Related Materials and Equipment

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Recording Tape	1.00 ea.	8	8.00	10	10.00
Carbon Transfer Sheets	.06 ea.	250	15.00	250	15.00
Other Reproducing Materials Masters and Copy Sheets	15.00	4	60.00	5	75.00
Full Length Mirror	15.00	5	75.00	5	75.00
Paper Cutter	17.00	1	17.00	1	17.00
Rhythm Instruments	20.00	1	20.00	1	20.00
Allowance for Replacements and Additions			20.00		30.00
Total, Other Related Materials and Equipment for One Unit, Third Grade			$215.00		$242.00

Educational and Cultural Experiences

	3-1 Unit	4-1 Unit
Two trips per teacher, including Enrichment Teacher @ 1.00 per child (32 children per teacher)	$256.00	$320.00

Summary

Third Grade Unit

	3-1 Unit	4-1 Unit
Supplementary Textbooks	548.12	713.51
Library or Trade Books	1045.66	1167.79
Published Teacher Aids	78.17	85.32
Teaching Aids	621.50	770.00
Audio-Visual Materials	148.20	173.20
Equipment	849.45	1194.45
Other Related Materials and Equipment	215.00	242.00
Educational and Cultural Experiences	256.00	320.00
Total, for One Enrichment Unit, Third Grade*	$3762.10	$4646.27

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*Total costs are approximate.

RECOMMENDATIONS FOR MATERIALS AND EQUIPMENT FOR 3-1* AND 4-1** UNITS

Second Grade Unit

Supplementary Textbooks

Item		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
The New Guess Who	1.29 ea.	18	23.22	24	30.96
Teachers Edition	1.29 ea.	4	5.16	5	6.45
The New We Three	1.41 ea.	18	25.38	24	33.84
The New What Next, Part I	1.29 ea.	18	23.22	24	30.96
The New What Next, Part II	1.29 ea.	18	23.22	24	30.96
Think and Do, Teachers Ed.					
The New Guess Who	.54 ea.	4	2.16	5	2.70
Fun With Our Friend	.54 ea.	4	2.16	5	2.70
More Fun With Our Friends	.54 ea.	4	2.16	5	2.70
Friends Old and New	.54 ea.	4	2.16	5	2.70
More Friends Old & New	.54 ea.	4	2.16	5	2.70
My Little Pictionary	1.29 ea.	18	23.22	24	30.96
My Second Pictionary	2.46 ea.	80	196.80	100	246.00
Watch Out for C	1.35 ea.	18	22.50	24	32.40
Hidden Lookout	1.25 ea.	18	22.50	24	32.40
Teachers Edition	.45 ea.	4	1.80	5	2.25
It Happened One Day	1.40 ea.	18	25.20	24	33.60
Under the Apple Tree	1.40 ea.	18	25.20	24	33.60
Open the Gate	1.40 ea.	18	25.20	24	33.60
Ranches and Rainbows	1.40 ea.	18	25.20	24	33.60
Come Along	1.35 ea.	18	24.30	24	32.40
Teachers Edition	1.35 ea.	4	5.40	5	6.75
On We Go	1.35 ea.	18	24.30	24	32.40
Teachers Edition	1.35 ea.	4	5.40	5	6.75
Allowance for Replacements and Additions			35.00		50.00
Total Supplementary Textbooks for One Second Grade Unit			573.02		753.38

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*3-1 Unit consists of three classes, three regular teachers, and one enrichment teacher.

**4-1 Unit consists of four classes, four regular teachers, and one

Second Grade Unit

Library or Trade Books

Item		3-1 Unit Number	3-1 Unit Cost	4-1 Unit Number	4-1 Unit Cost
Books to Accompany Scott, Foresman Set of 25	75.00 ea.	2	150.00	3	225.00
Dolch First Regular Library, Set of 16	28.64 ea.	2	57.28	2	57.28
Dolch Basic Vocabulary Library, Set of 16	35.04 ea.	2	70.08	2	70.08
Cadmus Books, Group One, Set of 120	246.41 ea.	1	246.41	1	246.41
Let's Find Out Books Set of 29	49.50 ea.	2	99.00	2	99.00
Let's Go Series Set of 57	114.00 ea.	2	228.00	2	228.00
Reading Circle Library Set of 20	34.80 ea.	2	69.60	2	69.60
Golden Book Encyclopedia Set of 16	56.00 ea.	2	112.00	2	112.00
We Read About Science Series Set of 12	9.12 ea.	3	27.36	4	36.48
Allowance for Replacements and Addition Per Unit			35.00		50.00
Total, Library or Trade Books for One Unit, Second Grade			1,094.73		1,193.85

Second Grade Unit

Published Teachers Aids

Item		3-1 Unit Number	3-1 Unit Cost	4-1 Unit Number	4-1 Unit Cost
Arbuthnot Anthology	8.40 ea.	2	16.80	2	16.80
Childrens Literature in Elementary School	7.50 ea.	1	7.50	1	7.50
Talking Time	3.76 ea.	1	3.76	1	3.76
Phonics	5.36 ea.	1	5.36	1	5.36
Teachers Guide for Remedial Reading	4.96 ea.	1	4.96	1	4.96
Reading Aids through the Grades	1.25 ea.	2	2.50	2	2.50
Listening Aids through the Grades	1.25 ea.	2	2.50	2	2.50
Rhymes for Fingers and Flannelboards	4.48 ea.	1	4.48	1	4.48
Choral Speaking	1.75 ea.	1	1.75	1	1.75
Language Arts Handbook, Grade 2	2.50 ea.	2	5.00	2	5.00
Golden Treasury of Poetry	4.95 ea.	1	4.95	1	4.95
Webster's 7th, New Collegiate Dictionary	6.75 ea.	1	6.75	1	6.75
Allowances for Replacements and Additions			12.00		15.00
Total, Published Teachers Aids for One Unit, Second Grade			78.31		81.31

Second Grade Unit

Teaching Aids

Item		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
CARDS AND GAMES					
Phonetic Drill Cards	2.50 ea.	4	10.00	5	12.50
Consonant Lotto	1.98 ea.	4	7.92	5	9.90
Sentence Builder	.50 ea.	4	2.00	5	2.50
Comprehensive Card Set	16.50 ea.	4	66.00	5	82.50
Holder for Cards	9.00 ea.	4	36.00	5	45.00
Group Size Consonant Cards	2.00 ea.	4	8.00	5	10.00
Group Size Vowel Cards	2.00 ea.	4	8.00	5	10.00
Vowel Lotto	1.98 ea.	4	7.92	5	9.90
Speech Imrovement Cards	4.95 ea.	4	19.80	5	24.75
Group Sounding Games	2.10 ea.	4	8.40	5	10.50
CHARTS					
Sounds Chart	7.25 ea.	4	29.00	5	36.25
Science is Wonderful	6.75 ea.	2	17.50	2	17.50
Readiness Charts	4.00 ea.	2	8.00	2	8.00
Chart Stand	9.75 ea.	4	39.00	5	48.75
Folding Flannelboard	12.95 ea.	4	51.80	5	64.75
Flannel Board Aids					
Miscellaneous Titles	2.50 ea.	20	50.00	25	62.50
Magnetic Chalkboard	8.95 ea.	4	35.80	5	44.75
Magnetic Board Aids Miscellaneous Titles	4.00 ea.	8	32.00	10	40.00
MANIPULATIVE MATERIALS					
Story Sets, Set of 11	36.15 ea.	1	36.15	1	36.15
Letters, Capital & Lower Case	7.00 ea.	4	28.00	5	35.00
MODELS					
Community Helpers Set of 8	27.50 ea.	2	55.00	2	55.00

Second Grade Unit

Teaching Aids

Item		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
PICTURES					
Rhyming, Classification, Consonant, Sequence	2.50 ea.	12	30.00	15	37.50
Picture Story Study Print Set Postal Helpers	7.00 ea.	2	14.00	2	14.00
Supermarket Helpers	7.00 ea.	2	14.00	2	14.00
Hospital Helpers	7.00 ea.	2	14.00	2	14.00
Dairy Helpers	7.00 ea.	2	14.00	2	14.00
Police	7.00 ea.	2	14.00	2	14.00
Fire	7.00 ea.	2	14.00	2	14.00
PUPPETS					
Assorted People and Animals	1.00 ea.	20	20.00	25	25.00
PUZZLES					
Holidays and Seasons	18.00 doz.	2	36.00	2	36.00
Community Helpers	18.00 doz.	3	54.00	4	72.00
See Quees #12	20.00 doz.	3	60.00	4	80.00
See Quees Case	8.00 ea.	3	24.00	4	32.00
ROLLING READERS					
First Rolling Reader	3.30 ea.	4	13.20	6	19.80
Second Rolling Reader	3.30 ea.	8	26.40	11	36.30
Third Rolling Reader	3.30 ea.	8	26.40	11	36.30
Rolling Phonics Consonants	3.30 ea.	8	26.40	11	36.30
Rolling Phonics, Vowels	7.50 ea.	8	60.00	11	82.50
Allowance for Replacement and Additions			50.00		75.00
Total Teaching Aids for One Unit, Second Grade			1,066.69		1,318.90

Second Grade Unit

Audio-Visual

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
FILMSTRIPS					
Basic Primary Phonics Conservation for Beginners Story Time Favorites Holidays Community Helpers	6.00 ea.	10	60.00	15	80.00
Learning About the Seasons	19.50 ea.	1	19.50	1	19.50
RECORDS					
Songs for Activity	4.98 ea.	2	9.96	2	9.96
Poetry Time	5.85 ea.	2	11.70	2	11.70
Childcraft Records Set of 14	27.70 ea.	1	27.70	1	27.70
Walt Disney Favorites	1.98 ea.	3	5.94	4	7.92
Allowance for Replacements and Additions			20.00		25.00
Total, Audio Visual for One Unit, Second Grade			154.80		191.78

Second Grade Unit

Equipment

Item		3-1 Unit Number	3-1 Unit Cost	4-1 Unit Number	4-1 Unit Cost
Record Player	60.00 ea.	4	240.00	5	240.00
Tape Recorder, with Earphones	145.00 ea.	1	145.00	1	145.00
Filmstrip/slide Projector	100.00 ea.	1	100.00	1	100.00
Overhead Projector	165.00 ea.	1	165.00	1	165.00
Movie Screen	45.00 ea.	1	45.00	1	45.00
Bookcart on Wheels	60.00 ea.	3	180.00	5	60.00
Veriplay Screen	33.50 ea.	1	33.50	1	33.50
Table Top Projection Screen	10.95 ea.	1	10.95	1	5.48
Allowance for Replacements and Additions			50.00		75.00
Total, Equipment for One Unit, Second Grade, 3 Classes			969.45		868.98

Second Grade Unit

Other Related Materials and Equipment

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Recording Tape	1.00 ea.	8	8.00	10	10.00
Carbon Transfer Sheets	.06 ea.	250	15.00	250	15.00
Other Reproducing Materials Masters and Copy Sheets	15.00 ea.	4	60.00	5	75.00
Full Length Mirror	15.00 ea.	4	75.00	5	75.00
Paper Cutter	17.00 ea.	1	17.00	1	8.50
Rhythm Instruments	20.00 ea.	1	20.00	1	20.00
Safety Signs	8.00 ea.	1	8.00	1	8.00
Allowance for Replacements and Additions			10.00		15.00
Total, Other Related Materials and Equipment for One Unit, Second Grade, 3 Classes			213.00		226.50

Second Grade Unit

Educational Experiences

Item		3-1 Unit		4-1 Unit	
		Number	Cost	Number	Cost
2 trips per teacher (including ET) Average class of 32 children	1.00 child		256.00		320.00

Second Grade Unit

Summary

	3-1 Unit	4-1 Unit
Supplementary Texts	573.02	753.38
Library or Trade Books	1,094.73	1,193.85
Published Teacher Aids	78.31	81.31
Teaching Aids	1,066.69	1,318.90
Audio-Visual	154.80	191.78
Equipment	969.45	868.98
Other Related Materials and Equipment	213.00	226.50
Educational and Cultural Experiences	256.00	320.00
Total for One Second Grade Unit*	4,406.00	4,954.70

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* Total costs are approximate

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RECOMMENDATIONS FOR MATERIALS AND EQUIPMENT FOR 3-1* AND 4-1** UNITS

First Grade Unit

Supplementary Textbooks

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
We Read Pictures	.60 ea.	18	10.80	24	14.40
Teachers Edition	.60 ea.	4	2.40	5	3.00
We Read More Pictures	.60 ea.	18	10.80	24	14.40
Teachers Edition	.60 ea.	4	2.40	5	3.00
New Guess Who	1.29 ea.	18	23.22	24	30.96
Teachers Edition	1.29 ea.	4	5.16	5	6.45
Think and Do Teachers Edition	.45 ea.	4	1.80	5	2.25
Now We Three	1.41 ea.	18	25.38	20	28.20
In the City	.70 ea.	18	12.60	24	16.80
People Read	.70 ea.	18	12.60	24	16.80
Around the City	.70 ea.	18	12.60	24	16.80
Teachers Edition	2.00 ea.	4	8.00	5	10.00
Uptown, Downtown	2.00 ea.	18	36.00	24	48.00
Teachers Edition	2.40 ea.	4	9.60	5	12.00
Frog Fun	.72 ea.	18	12.96	24	17.28
Tuggy	.72 ea.	18	12.96	24	17.28
Pepper	.72 ea.	18	12.96	24	17.28
Teachers Guide	2.00 ea.	4	8.00	5	10.00
Six in a Mix	2.40 ea.	18	43.20	24	57.60
Teachers Guide	2.40 ea.	4	9.60	5	12.00
It Happens on a Ranch	2.84 ea.	18	51.12	24	68.16
Teachers Guide	2.84 ea.	4	11.36	5	14.20
Once Upon a Time	2.12 ea.	18	38.16	24	50.88
I Know a Story	2.12 ea.	18	38.16	24	50.88
My Little Pictionary	1.29 ea.	45	58.05	60	77.40
Allowance for Replacements and Additions			35.00		75.00
Total Supplementary Textbooks for One First Grade Unit			504.89		691.02

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*3-1 Unit consists of three classes, three regular teachers, and one enrichment teacher.

First Grade Unit

Library or Trade Books

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Books suggested for Scott Foresman Series Set of 30	90.00 ea.	2	180.00	3	270.00
Reading Circle Library Set of 20	40.00 ea.	2	80.00	3	120.00
Cadeus Books, Group K Set of 65	136.05 ea.	1	136.05	1	136.05
Educational Reading Service Library Set of 20	56.81 ea.	2	113.62	2	113.62
Dolch First Regular Library, Set of 16	28.64 ea.	2	57.28	2	57.28
Torchlight Library Set of 44	59.50 ea.	2	119.00	2	119.00
I Can Read Books Set of 50	109.50 ea.	2	219.00	2	219.00
Early Fun-to-Read Classics Set of 9	13.50 ea.	3	40.50	4	54.00
Allowance for Replacements and Additions			35.00		75.00
Total Library or Trade Books for One First Grade Unit			980.45		1,163.95

First Grade Unit

Published Teacher Aids

Item		3-1 Unit Number	3-1 Unit Cost	4-1 Unit Number	4-1 Unit Cost
Arbuthnot Anthology	8.40 ea.	4	33.60	5	42.00
On Their Own in Reading (1 per building)	3.20 ea.	1	3.20	1	3.20
Language Games Handbook	1.95 ea.	2	3.90	2	3.90
Time for Phonics Handbook	2.00 ea.	1	2.00	1	2.00
"Spice" Handbook	2.00 ea.	1	2.00	1	2.00
Fun With Language Arts Handbook	1.25 ea.	1	1.25	1	1.25
Bulletin Board Ideas Handbook	1.25 ea.	1	1.25	1	1.25
Using Experience Charts with Children	1.95 ea.	4	7.80	5	9.75
Story Telling with a Flannelboard	4.95 ea.	1	4.95	1	4.95
Webster's, 7th, New Collegiate Dictionary	6.75 ea.	1	6.75	1	6.75
Allowance for Replacements and Additions			15.00		15.00
Total Published Teacher Aids for One First Grade Unit			81.70		92.05

First Grade Unit

Teaching Aids

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Cards and Games					
Positional Word and Picture Cards	3.25 ea.	3	9.75	4	13.00
Word and Picture Matching Trays	3.25 ea.	3	9.75	4	13.00
Speech Improvement Cards	4.95 ea.	4	19.80	5	24.75
Comprehensive Card Set	16.50 ea.	1	16.50	1	16.50
Holder for Cards	9.00 ea.	1	9.00	1	9.00
Phonic Word Drill Set	2.25 ea.	4	9.00	5	11.25
Picto-Lotto Cards	1.50 ea.	4	6.00	5	7.50
Picto-Lotto Cards I	1.50 ea.	4	6.00	5	7.50
Phonic Talking Letters	1.25 ea.	4	5.00	5	6.25
Alphabet Picture Flash Cards	1.50 ea.	4	6.00	5	7.50
Charts					
Science is Wonderful	6.75 ea.	2	13.50	2	13.50
Social Studies	21.50 ea.	1	21.50	1	21.50
Health and Safety	6.75 ea.	1	6.75	1	6.75
Chart Stands	9.75 ea.	4	39.00	5	48.75
Folding Flannel Board	12.95 ea.	4	51.80	5	64.75
Flannel Board Aids Favorite Stories	2.50 ea.	12	30.00	15	37.50
Other Titles	2.50 ea.	8	20.00	10	25.00
Magnetic Chalkboard	8.95 ea.	4	35.80	5	44.75
Magnetic Capitals	3.95 ea.	4	15.80	5	19.75
Magnetic Lower Case	4.95 ea.	4	19.80	5	24.75

First Grade Unit

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Manipulative Materials					
Objects that Rhyme	2.50 ea.	4	10.00	5	12.50
Coordination Board	2.50 ea.	4	10.00	5	12.50
Plastic and Wooden Objects	3.00 ea.	16	48.00	20	60.00
Modeling Clay	.35 lb.	28	9.80	32	11.20
Crayons	3.50 dz.	4	14.00	5	17.50
Models					
Negro Family, White Family	23.50 ea.	1	23.50	1	23.50
Pictures					
Rhyming Pictures	2.50 ea.	3	7.50	3	7.50
Opposite Concepts	2.50 ea.	3	7.50	3	7.50
Classification	2.50 ea.	3	7.50	3	7.50
Final Consonant Blends	2.50 ea.	3	7.50	3	7.50
Color Recognition	2.50 ea.	3	7.50	3	7.50
Pre-Reading Skills Kit A and B	36.00 ea.	1	36.00	1	36.00
Card Holder	7.80 ea.	1	7.80	1	7.80
Puppets					
Animals, Story Characters, Negro and White Families	1.00 ea.	20	20.00	25	25.00

First Grade Unit

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Puzzles					
Junior See Quees	.75 ea.	25	18.75	36	27.00
Judy See Quees	23.76 ea.	3	71.28	4	95.04
See Quees Case	8.00 ea.	3	24.00	4	32.00
Mother Goose Inlays	1.50 ea.	20	30.00	25	37.50
Folk Lore Inlays	1.75 ea.	30	52.50	40	70.00
Rolling Readers					
First Rolling Reader	3.30 ea.	8	26.40	11	36.30
Second Rolling Reader	3.30 ea.	8	26.40	11	36.30
Allowance for Replacements and Additions			50.00		100.00
Total Teaching Aids for One First Grade Unit			866.68		1,100.89

First Grade Unit

Audio-Visual Materials

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Filmstrips					
Reading Readiness					
Talking Time					
Phonetic Skills					
Language Art Series					
Children's Stories					
Animal Friends					
Zoo Animals					
Holidays	6.00 ea.	10	60.00	15	90.00
Records					
Poetry Time	5.85 ea.	2	11.70	2	11.70
Sounds Around Us	5.85 ea.	2	11.70	2	11.70
Activity Records	5.85 ea.	2	11.70	2	11.70
Children's Records	5.69 ea.	1	5.69	1	5.69
Language Development Records	23.95	1	23.95	1	23.95
Allowance for replacements and Additions			25.00		40.00
Total Audio-Visual Materials for One First Grade Unit			149.74		194.74

First Grade Unit

Equipment

Item		3-1 Unit Number	3-1 Unit Cost	4-1 Unit Number	4-1 Unit Cost
Record Player	60.00 ea.	4	240.00	5	300.00
Tape Recorder	145.00 ea.	1	145.00	1	145.00
Filmstrip/Slide Projector	100.00 ea.	1	100.00	1	100.00
Overhead Projector	165.00 ea.	1	165.00	1	165.00
Movie Screen	45.00 ea.	1	45.00	1	45.00
Bookcart on Wheels	60.00 ea.	3	180.00	4	240.00
Veriply Screen	33.50 ea.	1	33.50	1	33.50
Table Top Projection Screen	10.95 ea.	1	10.95	1	10.95
Allowance for Replacements and Additions			50.00		75.00
Total Equipment for One First Grade Unit			969.45		1,114.45

First Grade Unit

Other Related Materials and Equipment

		3-1 Unit		4-1 Unit	
Item		Number	Cost	Number	Cost
Full Length Mirror	15.00 ea.	4	60.00	5	75.00
Paper Cutter	17.00 ea.	1	17.00	1	17.00
Safety Signs	8.00 ea.	1	8.00	1	8.00
Rhythm Instruments	20.00 ea.	1	20.00	1	20.00
Carbon Transfer Sheets	.06 ea.	250	15.00	250	15.00
Other Reproducing Materials Masters and Copy Sheets	15.00 ea.	5	75.00	5	75.00
Allowance for Replacements and Additions			20.00		30.00
Total Other Related Materials and Equipment for One First Grade Unit			215.00		240.00

First Grade Unit

Education and Cultural Experiences

Item	3-1 Unit Number	3-1 Unit Cost	4-1 Unit Number	4-1 Unit Cost
2 per teacher including enrichment teacher @ $1 per child (averaging 32 children per class)		256.00		320.00
Total Education and Cultural Experiences for One First Grade Unit		256.00		320.00

Summary

First Grade Unit

	3-1 Unit	4-1 Unit
Supplementary Textbooks	504.89	691.02
Library or Trade Books	980.45	1,163.95
Published Teacher Aids	81.70	92.05
Teaching Aids	866.68	1,100.89
Audio-Visual Materials	149.74	194.74
Equipment	969.45	1,114.45
Other Related Materials and Equipment	215.00	240.00
Educational and Cultural Experiences	256.00	320.00
Total for One First Grade Unit*	4,023.91	4,917.10

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*Total costs are approximate.

Columbus Public Schools

SUPERINTENDENT OF SCHOOLS
HAROLD H. EIBLING

ADMINISTRATIVE OFFICES
270 EAST STATE STREET
COLUMBUS, OHIO 43215

ASSISTANT SUPERINTENDENTS
J. L. DAVIS, *Special Services*
C. L. DUMAREE, *Administration*
L. W. HUBER, *Instruction*
F. T. RUDY, *Business Affairs*
I. F. YOUNG, *Personnel*

JAN 6 1966

January 6, 1966

State Department of Education
Columbus, Ohio

Gentlemen:

Submitted herewith are copies of a proposal relating to the Enrichment Unit Project of the Columbus City School District. We are submitting this proposal for your consideration under Title I of the Elementary and Secondary Education Act of 1965. If you have any questions about any of the information supplied in this proposal, please get in touch with me at your earliest convenience.

Very truly yours,

Harold H Eibling

Harold H. Eibling
Superintendent of Schools

Enc.

00017

JAN 6 1966

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JAN 6 1966 JAN 18 1966

2

BASIC DATA APPLICATION FOR FINANCIAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES (P.L. 89-10, TITLE I)

City School District of Columbus, Ohio
School District (Legal Name)

Columbus	Franklin
City	County

THE APPLICANT ABOVE DESIGNATED hereby applies to the Ohio Department of Education for financial assistance pursuant to Title I, P.L. 89-10.

THE APPLICANT HEREBY ASSURES THE OHIO DEPARTMENT OF EDUCATION THAT:

> The filing of this application has been duly authorized by the Board of Education of said school district and the undersigned representative has been duly authorized by formal action of said Board to file this Part I of the application for and in behalf of said school district, and otherwise to act as the authorized representative of the district in connection with this application. Said authorization was voted and made a part of the minutes in an official meeting of the governing authority held on December 21 1965.

Dr. Harold H. Eibling
Name of Authorized Representative

270 East State Street, Columbus, Ohio 43215
Mailing Address (Street, City, Zip Code)

228-3321	614
Telephone Number	Area Code

Harold H. Eibling
Signature of Authorized Representative

FORM BD-1A
1965

City School District of Columbus, Ohio
School District

Franklin
County

DETERMINATION OF THE AVERAGE PERCENTAGE OF CHILDREN FROM LOW-INCOME FAMILIES FOR THE ENTIRE LOCAL EDUCATIONAL AGENCY

1. From the 1960 census tract data, list the number of children (ages 5 through 17) from low-income families for the entire school district.	7,910
2. From the total school district membership, list the number of students enrolled on or about October 1, 1965. Include children attending non-tax supported schools who reside in your school district.	119,510
3. Divide the 1960 census tract number of children from low-income families (Item 1 above) by the 1965 total school district enrollment figure (Item 2 above) to give the percentage of children from low-income families for the entire district.	6.62%

FORM BD-1B
1965

City School District of Columbus, Ohio
School District

Franklin
County

SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

INSTRUCTIONS: See reverse side of this form.

1	2	3	4	5	6
Elementary Attendance Areas Name of School	Grades Served	Total Membership *	No. of Children from Low-income Families	% of Membership from Low-income Families (Column 4 ÷ Column 3)	Source of Information for Column 4
Fulton	K-6	369	218	59.0	Used Criteria 6A -- Family income of $2,000 or less per year from Bureau of Census.
Garfield	K-6	554	212	38.3	
Mohawk	K-6	118	170	144.1	
Hubbard	K-6	553	159	28.8	
Douglas	K-6	633	126	19.9	
West Mound	K-6	856	118	13.8	
Lincoln Park	K-6	845	113	13.4	
Siebert	K-6	757	110	14.5	
Bellows	K-6	431	107	24.8	
Indianola	K-6	485	102	21.0	
Franklinton	K-6	435	100	23.0	

* Include non-tax supported school students who reside in the school district.

If more schools are to be listed, use additional copies of Form BD-1B and attach in sequence.

FORM ED-1B
1965

City School District of
Columbus, Ohio
School District

Franklin
County

SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATION
OF CHILDREN FROM LOW-INCOME FAMILIES

INSTRUCTIONS: See reverse side of this form.

1	2	3	4	5	6
Elementary Attendance Areas Name of School	Grades Served	Total Membership *	No. of Children from Low-income Families	% of Membership from Low-Income Families (Column 4 ÷ Column 3)	Source of Information for Column 4
Eastwood	K-6	323	94	29.1	
Clearbrook	K-4	221	93	42.1	
Beatty Park	K-6	537	88	16.4	
Milo	K-6	831	88	10.6	
Pilgrim	K-6	465	86	18.5	
Felton	K-6	865	85	9.8	
Avondale	K-6	698	83	11.9	
Livingston	K-6	823	83	10.1	
Heyl	K-6	1041	82	7.9	
Eleventh	K-6	975	77	8.0	
Ninth	K-6	236	77	32.6	

* Include non-tax supported school students who reside in the school district.

If more schools are to be listed, use additional copies of Form ED-1B and attach in sequence.

FORM BD-1B
1965

City School District of Columbus, Ohio
School District

Franklin
County

SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

INSTRUCTIONS: See reverse side of this form.

1	2	3	4	5	6
Elementary Attendance Areas Name of School	Grades Served	Total Membership *	No. of Children from Low-income Families	% of Membership from Low-income Families (Column 4 ÷ Column 3)	Source of Information for Column 4
Southwood	K-6	827	75	9.1	
Windsor	K-6	1023	74	7.3	
Reeb	K-6	827	73	8.8	
Maryland Park	K-6	192	72	37.5	
Second	K-6	616	72	11.7	
Ohio	K-6	792	70	8.8	
Beck	K-6	616	69	11.2	
Weinland Park	K-6	766	69	9.0	
Fair	K-6	717	68	9.5	
Dana	K-6	730	65	8.9	
Sullivant	K-6	504	64	12.7	

* Include non-tax supported school students who reside in the school district.

If more schools are to be listed, use additional copies of Form BD-1B and attach in sequence.

FORM BD-1B
1965

City School District of Columbus, Ohio
School District

Franklin
County

SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

INSTRUCTIONS: See reverse side of this form.

1 Elementary Attendance Areas Name of School	2 Grades Served	3 Total Membership *	4 No. of Children from Low-income Families	5 % of Membership from Low-income Families (Column 4 ÷ Column 3)	6 Source of Information for Column 4
Fairwood	K-6	755	54	7.4	
Sixth	K-3	261	53	20.3	
Kent	K-6	763	52	6.8	
Michigan	K-6	577	47	8.1	
Leonard	K-6	151	46	30.5	
Brentnell	K-6	611	45	7.4	
First	K-6	393	44	11.2	
Chicago	K-6	580	41	7.1	
Trevitt	K-6	277	41	14.8	
Stewart	K-6	509	40	7.9	
Eastgate	K-6	446	34	7.6	

* Include non-tax supported school students who reside in the school district.

If more schools are to be listed, use additional copies of Form BD-1B and attach in sequence.

FORM ED-1B
1965

City School District of Columbus, Ohio
School District

Franklin
County

SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

INSTRUCTIONS: See reverse side of this form.

1	2	3	4	5	6
Elementary Attendance Areas Name of School	Grades Served	Total Membership *	No. of Children from Low-income Families	% of Membership from Low-income Families (Column 4 ÷ Column 3)	Source of Information for Column 4
Fifth	**K-6**	**368**	**32**	**8.7**	
Olentangy	**K-6**	**227**	**16**	**7.0**	

* Include non-tax supported school students who reside in the school district.

If more schools are to be listed, use additional copies of Form ED-1B and attach in sequence.

FORM BD-1B
1965

City School District of Columbus, Ohio
School District

Franklin
County

SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

INSTRUCTIONS: See reverse side of this form.

1	2	3	4	5	6
Junior High School Attendance Areas Name of School	Grades Served	Total Membership *	No. of Children from Low-income Families	% of Membership from Low-income Families (Column 4 ÷ Column 3)	Source of Information for Column 4
Mohawk	**7-9**	**807**	**251**	**31.1**	
Barrett	**7-9**	**1410**	**157**	**11.1**	
Everett	**7-9**	**1041**	**152**	**14.6**	
Starling	**7-9**	**1046**	**151**	**14.4**	
Indianola	**7-9**	**1009**	**137**	**13.6**	
Monroe	**7-9**	**769**	**128**	**16.6**	
Champion	**7-9**	**631**	**108**	**17.1**	
Franklin	**7-9**	**965**	**94**	**9.7**	

Include non-tax supported school students who reside in the school district.

If more schools are to be listed, use additional copies of Form BD-1B and attach in sequence.

[illegible] (65)

ORM BD-1B
965

City School District of Columbus, Ohio
School District

Franklin
County

CHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATION F CHILDREN FROM LOW-INCOME FAMILIES

NSTRUCTIONS: See reverse side of this form.

1 **Senior High School Attendance Areas** Name of School	2 Grades Served	3 Total Membership *	4 No. of Children from Low-income Families	5 % of Membership from Low-income Families (Column 4 ÷ Column 3)	6 Source of Information for Column 4
Central	**10-12**	**1818**	**311**	**17.1**	
East	**10-12**	**1579**	**269**	**17.0**	
South	**10-12**	**2188**	**192**	**8.8**	
North	**10-12**	**1468**	**143**	**9.7**	

Include non-tax supported school students who reside in the school district.

more schools are to be listed, use additional copies of Form BD-1B and attach in sequence.

FORM BD-1C
1965

City School District of
Columbus, Ohio
School District

Franklin
County

SPECIAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN IN AREAS WITH HIGH CONCENTRATIONS OF DEPRIVED CHILDREN

INSTRUCTIONS FOR COMPLETING BD-1C: See reverse side of this form.

1 Needs of Educationally Deprived Children	2 Projects Contemplated Under Title I	3 Number of Children to be served (estimated) in Column 1
1. See ATTACHMENT I-C-1 See ATTACHMENT I-C-1a	See ATTACHMENT I-C-2	See ATTACHMENT I-C-2
2.		
3.		
4.		
5.		

If more than five educational needs are to be listed, use additional copies of Form BD-1C and attach in sequence.

ATTACHMENT I-C-1

EDUCATIONAL NEEDS OF DISADVANTAGED CHILDREN

Shock waves generated by rapid changes in all aspects of American life are producing a pronounced impact on public education -- at all grade levels, in all subjects, and in all schools. In the large city, the most telling impact emanates from changes in the economy and job-distribution system. As a result of changes in these spheres of activity, the total population is challenged to learn new knowledge, acquire new skills, and develop new attitudes. In short, these changes create a need for more and better education from the pre-school years through adulthood.

Not only is social change creating demands that public education serve the individual better, but also that it serve society better. In particular, society is looking to the schools for an amelioration of the poverty that paradoxically has evolved during an era of unparalleled affluence. Although educational institutions alone cannot halt or reverse the total poverty syndrome, they can -- and must -- march in the vanguard of a multi-institutional attack on poverty.

In urban areas, where families with low income are becoming increasingly concentrated, pockets of poverty become highly visible. These pockets are fertile soil for conditions that thwart individual success in school and in the larger society. While the goal of educational enterprise in all socio-economic settings remains that of maximizing each individual's potential so that he might become responsive to rapid changes in every area of life and work, educational institutions that purport to meet the unique disadvantaged individuals must be equipped with strategies and resources. Before such strategies can be developed and before such resources can be marshalled, it is necessary to delineate the unique human needs they are intended to meet.

To say that such a delineation is no easy task is to state the truth, but to understate it. For this is an enormously difficult task, and it is even more difficult to arrange the educational needs of disadvantaged individuals in terms of priority. Poverty produces multiple needs which require the simultaneous attention if an educational program is to intervene in the life of the disadvantaged child and produce a positive impact.

In spite of the difficulties inherent in such an effort, the Columbus City School District has developed the following list as a faithful representation of the intensified needs of disadvantaged children which have specific implications and significance for educational programs:

Priority One -- Disadvantaged children need an educational institution which:

Accepts each child and values him as an individual human being of worth.

Copes with the special educational needs of disadvantaged children at the most appropriate stages in the developmental pattern of each child.

Focuses early attention on the unique intellectual, biological, psychological, and social needs of disadvantaged children which impede learning.

Recognizes the social changes occurring in American life and copes with the new educational tasks which such changes generate.

Assumes responsibility for including within the educational program activities directed toward learning the basic values of American society.

Provides special facilities, programs, staffs, equipment, and material required to meet the special educational needs of disadvantaged children.

Engages in cooperative activities with other local, state, and national institutions to arrest or remove the causes of poverty.

Evaluates rigorously and continuously the totality of its efforts to meet the special educational needs of disadvantaged children.

Priority Two -- Disadvantaged children need educational personnel who:

Respond to each child in such a way as to foster his optimal learning.

Encourages each child to try, to believe in his future, and to use his ability.

Help each child master the fundamental skills in language, reading, and arithmetic, as well as develop greater skill in learning itself.

Experiment with alternative approaches to meeting the needs of each child and evaluate the effectiveness of such approaches.

Are readily available, appropriately trained, and functionally organized to service the educational needs of each disadvantaged child.

Appreciate their role in strengthening relations between the home and the school.

Understand the culture of poverty.

Recognize the educational implications of social changes on the American scene.

Value the development of skills in interpersonal relationships.

Engage in professional growth activities which continually improve the efficiency and the effectiveness of educational service rendered to each child.

Experience adequate satisfactions through their service to the child.

Priority Three -- Disadvantaged children need planned educational experiences which:

Develop within each child a positive self-image.

Provide success experiences in school tasks.

Motivate each child to relate well to school, persist in learning programs that enable him to make and pursue vocational choices, and invest the personal effort that such programs require.

Raise each child's aspirational and performance levels in relation to individual potential.

Help each child to develop basic skills on a functional level.

Place priority on problem solving and thought processes for developing new insights.

Encourage "learning to learn" attitudes for continued growth throughout life to cope with societal demands.

Develop acceptable communication skills.

Enable each child to cope with rapidly expanding and changing knowledges in subject fields.

Provide opportunity for cultural and esthetic development as well as meaningful value patterns.

Involve each child with various approaches to learning as well as a variety of methods and materials.

Provide continuity and sequential development for each child, yet include flexibility to meet individual needs.

Include course offerings of broad enough scope to interest each child and develop marketable skills.

Commence at those early stages of development when malleability of characteristics is more possible.

Broaden the child's perspective of the world around him.

Extend beyond the regular school day and school year when continuous growth is to be assured.

Priority Four -- Disadvantaged children need parents who:

Provide a warm, empathetic home environment for each child.

Pursue an interest in the education of each child.

Understand the goals of the schools and work actively with these goals in the pursuit of excellence for each child.

Support and reinforce the learning tasks of the school.

Provide within the home for those general learning experiences normally relegated to parents by the larger society.

Represent positive adult models of the larger society worthy of exemplification by each child.

Value education and learning as a major means of gaining security and mobility within the larger society.

Raise the aspiration levels of each child.

Stimulate the intellectual development of each child.

ATTACHMENT I-C-1a

ESTIMATED NUMBER OF CHILDREN IDENTIFIED AS EDUCATIONALLY DEPRIVED IN PROJECT AREAS

Elementary	7,951
Junior High	3,864
Senior High	2,875
Total	14,690

ATTACHMENT I-C-2

PROJECTS CONTEMPLATED UNDER TITLE I

Project	Extent of Project	Development	Estimated Number of Children To Be Served
Enrichment Unit	21 schools 57 enrichment teachers in Columbus Public Schools 6 project staff 5 enrichment teachers to serve diocesan pupils	"P"	3,600
Pre-Kindergarten	17 teachers 1 director	"P"	510
After-School Study Centers	24 centers 48 teachers 3 supervisors	"P"	960
Health Services	4 centers 4 medical doctors 8 dentists 4 nurses 4 dental hygienists	"P"	10,000
Reading Improvement	10 secondary reading teachers 28 elementary reading teachers 2 supervisors	"P"	2,850
Basic Mathematics Improvement	7 secondary teachers 7 elementary teachers	"P"	1,050
Elementary Counselors	7 teacher-counselors	"P"	525
Supportive Services	16 assistants to the principal 10 clerk-typists 150 lay helpers 2 clerk accountants	"P"	9,100
Educational Specialists	3 foreign language 5 science 5 fine arts 5 music 5 physical education 5 resource teachers 5 clerk-typists	"P"	1,050

ATTACHMENT I

JAN 6 1966

COLUMBUS PUBLIC SCHOOLS
December 21, 1965

Members present: Mr. Calhoun, Mrs. Jones, Mr. Ramsey, Mr. Sloan, Dr. Walker, Mr. Williams, Mr. Langdon - 7 Members absent: None

TO THE BOARD OF EDUCATION:

On September 21, 1965, the Columbus Board of Education authorized the school administration to prepare proposals under the Elementary and Secondary Education Act of 1965 and designated the Superintendent of Schools as the "authorized representative" of the Columbus City School District in all matters relating to participation in programs operated under said Act.

Pursuant to such authorization, the school administration is in the process of completing proposals relating to the following projects:

The Enrichment Unit Program
~~[illegible]~~
Health Services
After-School Study Centers

It is recommended that the school administration be and hereby is authorized to submit said proposals to the State Department of Education for review and action.

It is further recommended that the following members of the professional staff be employed on an as-needed basis between December 23, 1965, and January 2, 1966, inclusive, to advise the school administration on matters relating to the preparation of additional Elementary and Secondary Education Act proposals as indicated:

Richard Marsh (Reading-Improvement Project)
Robert McNemar (Arithmetic-Improvement Project)
Jack Dauterman (Elementary Counseling Project)

It is further recommended that said personnel be paid at a rate of $5 per hour from Item 225 of the General Fund.

Harold H. Eibling

Mrs. Jones moved, seconded by Mr. Walker, that the above recommendations be approved.

AYES: Mr. Calhoun, Mrs. Jones, Mr. Ramsey, Mr. Sloan, Dr. Walker, Mr. Williams, Mr. Langdon - 7
NOES: None

Motion carried.

CERTIFICATION

I, H. C. Kuhnle, Clerk-Treasurer of the Board of Education of the City School District of Columbus, Ohio, hereby certify that the foregoing is a true and correct copy of a resolution passed by said Board at its regular meeting held Tuesday, December 21, 1965.

Clerk-Treasurer, Board of
Education of the City School
District of Columbus, Ohio

ATTACHMENT I-A-1

NUMBER OF ELEMENTARY AND SECONDARY SCHOOLS BY GRADE SPAN

Grade Spans (K-8, 9-12, etc.)	Number of Schools
K-3	2
K-4	1
K-5	1
K-6	110
K-9	2
1-9	1
7-9	19
7, 10-12	1
7-12	1
10-12	9
Other (Glenwood, Neil, Third Street)	3
	150

ATTACHMENT I-A-2

CURRENT MEMBERSHIP AS OF FALL 1965, AS NEAR OCTOBER 1 AS POSSIBLE

Grade Level (1)	Number of Residents and Non-Residents (2)	Number of Non-Residents (3)
K	10,272	29
1	11,760	7
2	9,826	7
3	9,447	1
4	8,847	0
5	8,085	1
6	7,603	3
7	7,227	0
8	6,881	1
9	6,525	4
10	6,491	2
11	5,255	3
12	4,300	9
Other	2,374	73
	104,893	140

ATTACHMENT I-A-3

LEGAL NAMES OF DISTRICTS IN WHICH NON-RESIDENT CHILDREN REPORTED IN ITEM 2, COLUMN 3, RESIDE, AND THE COUNTY OR COUNTIES IN WHICH EACH SUCH DISTRICT IS LOCATED

Legal Name of District	County or Counties
Bexley	Franklin
Circleville	Pickaway
Cleveland	Cuyahoga
Delaware	Delaware
Doraville	(State of Georgia)
Fort Valley	(State of Georgia)
Grandview	Franklin
Hamilton Local	Franklin
Hamilton Township	Franklin
Jefferson Local	Franklin
Liberty Union Local	Delaware
Licking Valley	Licking
Logan Elm	Pickaway
Madison Township	Franklin
Marysville	Union
Miami Trace Local	Fayette
Mifflin	Franklin
Newark	Licking
Plain Local	Franklin
Prairie Local	Franklin
Reynoldsburg Local	Franklin
Scioto Darby	Franklin
Southwest Licking Local	Licking
South Western	Franklin
Upper Arlington	Franklin
Washington Local	Franklin
West Jefferson	Madison
Westerville	Franklin
Westfall	Pickaway
Williams	(State of Pennsylvania)
Whitehall	Franklin
Worthington	Franklin

ATTACHMENT I-B-1

The City School District of Columbus, Ohio, operates on budgets ending on December 31 each year. The estimated income and rates of taxation were certified by the Budget Commission of Franklin County and accepted by the City School District of Columbus at their meeting on December 21, 1965.

In order to arrive at budget figures for the 1965-66 year as required in the report, a proration was made of our present 1965 appropriations and our 1966 budget.

1. ABSTRACT

Educational Need

Rapid social changes are producing a noticeable impact on education at all levels, especially in the inner-city school. Societal changes generate an educational need for reorienting the effectiveness with which educational service is rendered and used. Current problems associated with the education of socially disadvantaged youths highlight the dimensions of the observed educational need: underachieving in academic program, parental apathy, teacher anxieties, institutional ineffectiveness in directing change.

Objectives

This project is committed to raising the quality of educational service, educational opportunity, and educational achievement by directing endeavors toward:

1. Refining an administrative structure (enrichment unit) for the purpose of (a) evolving the role of enrichment teacher and (b) freeing human and material resources and re-allocating them to cope with the problems of educating the disadvantaged primary-grade child.

2. Developing a program of language arts which will enable the child to approach his fullest potential.

3. Developing a program of professional growth experiences which will orient inservice teachers to: (a) the many facets of servicing children from disadvantaged situations and (b) the area of planned educational change.

4. Developing a program of home-school relations which will employ appropriate channels of communication to acquaint parents with the school's program and encourage parental support and reinforcement.

5. Exploring ways the Columbus City School District and institutions of higher education can utilize their unique resources in the solution of mutual educational problems.

6. Seeking insights into the dynamics of planned educational change which might serve as a basis for approaching other educational problems.

7. Providing resources and services to institutions of higher education for the development of a pre-service teacher-education program.

Procedures

Through the enrichment unit structure, one enrichment teacher gives professional assistance to either three or four regular teachers. Efforts of the enrichment teacher are concentrated on the language development of primary children. The flexible structure of the enrichment unit permits some individual and small group instruction, home visits by teachers, and professional growth experiences for teachers on school time. The project has two major thrusts -- developing a language program to meet the educational needs of the socially disadvantaged and a home-school program to develop understanding and cooperation in relation to the school program and children's maximum growth potential. Planned professional growth opportunities are a vital concomitant of both of these major thrusts.

Project goals will be approached through a sequence of ordered activities, as outlined below.

Phase 1: Assessment-Reflection (1965-66)

Attention will be focused on building a knowledgeable basis for identifying desired outcomes of programs of home-school relations and language arts. This is a period of orienting personnel to the enrichment unit project and searching for broader perspectives.

Phase 2: Program Development and Projection (Feb. 1966-Aug. 1966)

Basically, this is a study-researching period to generate approaches to language development that can be field tested, evaluated, and refined during the 1966-67 school year.

Phase 3: Experimentation and Refinement (1966-67)

Emphasis would be placed upon field testing new programs, orienting personnel new to the enrichment program, planning continuous professional growth opportunities, and assessing-refining program and process.

Phase 4: Diffusion and Integration (1967-68)

A final effort would be made to modify and integrate home-school and language arts programs into the on-going education of socially disadvantaged children. Particular emphasis would be given to dissemination and demonstration activities. During the last six months of the project, the developmental team with university collaboration would give attention to conceptualizing those techniques applicable to planned educational change.

2. PURPOSE -- EDUCATIONAL NEED

Introduction

The purpose of the enrichment unit project is to improve educational opportunity for, and enhance the educational achievement of, socially disadvantaged children. Motivated by such a purpose, the Columbus City School District proposes to utilize the project to meet educational need observed in a problem and in signs of the times, and revealed in recent research.

The need, briefly stated, is to improve the efficiency and effectiveness with which educational service is being rendered to the socially disadvantaged child and used by him.

Educational Need -- As Observed in a Problem And Signs of the Times

An Educational Problem

In certain schools, pupil and institutional goal achievement is being hindered by a complex of factors that deter the efficiency and effectiveness with which educational service is rendered and used.

Educational service is the primary function of each elementary and secondary school. Through the efficient and effective rendering of this service by a teacher and by the efficient and effective use of this service by a child, the goals for which the school was established are afforded greater opportunity for achievement. But, when a complex of interrelated factors deter the manner in which service is either rendered or used, goal achievement is hindered and a serious problem with broad dimensions is generated. Such a problem presently faces certain public schools, and its broad dimensions are readily discernible.

The Signs of the Times

Socially disadvantaged children are underachieving within the academic program of public schools.

Within the schools of our nation, a large group of children are presently not experiencing academic success in a realistic relation to potential. For the most part, these are the children whose early experiences in the home, whose motivation for present school learning, and whose goals for the future place them at a disadvantage in using educational service and thus achieving expected scholastic progress. This sign of the times is manifest within the Columbus City School District and is substantiated by various data. Median scores on standardized reading tests tend to indicate that there is a lag between achievement and grade-level expectancy in some instances. The negative impact of such underachievement in reading on the total educational progress of a child tends to become cumulative unless professional effort is harnessed to reduce this lag.

Parents of socially disadvantaged children are not providing appropriate support and reinforcement for the learning of the child or the teaching of the school.

Many children come from homes in which the adults have minimal levels of education: homes where poverty, large family size, discrimination, minimal skill development, and an array of over-arching values distract parents from providing appropriate support of and reinforcement for the learning of the child and the teaching of the school. These conditions often contribute to situations which bring about a high level of family mobility not only within a city but also from city to city, state to state, and region to region.

The Columbus City School District is experiencing this sign of the times as evidenced by the pupil mobility rates within inner-city elementary schools, a majority of which have mobility rates of from fifty-one to one hundred and eleven percent. The effect of such mobility on the continuity of educational progress of a child is apparent.

It is within the context of this social milieu that the child and those responsible for rendering educational services meet.

Teachers are not experiencing satisfactions in rendering educational services for disadvantaged children.

Within the elementary and secondary schools serving large populations of disadvantaged children are conscientious teachers whose daily teaching experiences are fostering within these individuals ever-developing patterns of behavior which prevent these teachers from rendering optimal educational service to children. The teacher finds herself not adequately prepared to cope with the disadvantaged child -- both in terms of insight into adequate strategies for teaching him and realistic and sympathetic attitudes and understandings toward him. The teacher perceives her skills as becoming inadequate and her experiences as affording fewer teaching satisfactions. She views her dedication as waning and her personality as unsuited for the particular role she is assigned to play. Frustration often evolves and the teacher seeks a teaching situation more in keeping with her preparation and background. Understandably, the totality of the situation progressively diminishes the optimal rendering of educational services by the teacher to the child.

The staffing plight being experienced in the Columbus City School District is similar to that of other cities of comparable size and metropolitan structure. There is a tendency for teachers in the inner-city schools to request transfers in an effort to achieve teaching satisfaction. At times it is necessary to rely on the services of permanent substitutes. The rate of teacher absence appears higher in the inner-city schools while it is much more difficult to secure substitute teacher services for such schools. When viewed in their totality, the possible effects of such staffing characteristics on educational service are of concern.

Institutional ability to effect planned educational change is not adequate.

The elementary and secondary schools, colleges, and universities of this nation seemingly lack insights into planned educational change. A dearth of functional "know-how" on improving educational service is apparent. Intensifying this condition is the inadequate commitment by educational institutions of appropriate resources for the improvement of educational service. Burdened as they are with problems of merely maintaining the existing level of services and extending them to hundreds of thousands of additional youth each year, educators leave the responsibility and resources for doing the job unidentified and unassigned. It is evident that traditional cooperative efforts of public schools and institutions of higher education for improving educational service leave great latitude for improvement and particularly innovation.

The problem is with us while functional strategies for confronting it are yet to be evolved.

In summary, the preceding paragraphs have indicated a crucial educational need to improve the efficiency and effectiveness with which educational services are being both rendered and used. The current problem associated with the education of socially disadvantaged youth highlights this educational need. The broad dimensions of the educational need are illustrated by such current signs of the times as inadequate pupil achievement, inadequate parent support of school programs, insufficient teacher satisfaction, and institutional inability to effect planned educational change. Further visibility of this educational need is revealed in research.

Educational Need -- As Revealed in Recent Research

After identifying the broad educational need and delineating its major dimensions as suggested in signs of the times, the next logical step is to search the literature in an effort to support observations and to assess the progress human inquiry has made in contending with the challenge of meeting the need. Ideally, research understandings become the knowledge bases for projecting goals and identifying procedures that could be useful in attacking this multidimensional priority in education.

Cultural Factors

Research presents vivid profiles of the roots of the deprivation problem from which the disadvantaged child emerges. Home environment appears to be the most salient influence on the intellectual and emotional development of the child.(12)(25)(26) What parents do rather than what they are is a central factor in determining the home environment.(12)(50) The manner of life into which the child is born, the way in which he has been treated by adults, the kinds of speech heard in the home, the values, the aspirations, and the personal habits of the parent image are major influences affecting the child's educability. (36)(32)(46) It has been found that early experiences of the disadvantaged child have not transmitted cultural patterns necessary for success in the typical school program.

Though increasingly interested in the success of their children in school, parents of the disadvantaged lack (in varying degrees) the experiences and the intellectual and material resources to adequately assist their children in developing readiness for school. Thus, the disadvantaged child enters school with a set of pre-school experiences and an orientation to life that differ from the expectations held by the school.(40) (Additional supportive references -- (1)(4)(14)(15))

Directional signals from research indicate that the home environment is a primary influence and the school environment is a secondary influence in molding behavior patterns. In an effort to become more effective in the lives of children, the school's influence must extend into the home and community if the kind of environment which could maximize the development of the child's educational potential is to be created.

Language Lag and Progress Plight

The disadvantaged child comes to school with an obvious language barrier that impedes his ability to communicate effectively (according to middle-class standards) and deal with language as it is used in our schools and the socio-economic establishment. One major difference between the disadvantaged child and his more advantaged contemporary is the extension and development of speech in their respective homes. (2)(10)(16)(23)(26) Poorly languaged children spend less time with adults in activities involving verbal expression than do children in more advantaged situations. In the homes of the disadvantaged, gestures and non-verbal means of communication are common. The language used is often brief, incorrect, and restricted in forms used. Parents with limited background frequently do not know or use the language skills which would foster language and cognitive development.(14) Crowded conditions and noise further hinder corrective feedback. Often these children come to school with visual and auditory deficiencies hindering successful speech development and reading experiences. The teacher's speech is unfamiliar and attention to her prolonged speech is difficult.

Conceptualization is hindered when language is inadequate. The school must compensate for the disadvantaged child's initial language lag, or he becomes further disabled in reading year by year. Without such compensatory services, Deutsch in particular makes pointed reference to this phenomenon.(15) Socio-economic mobility becomes difficult when language serves as a means of social discrimination.

Intelligence test scores of the disadvantaged tend to be lower than those of children from more stimulating environments. However, there is much overlap in both sets of scores. I.Q. scores of disadvantaged children tend to decrease after about age five; this is relevant to the cumulative deficit phenomenon that occurs in scholastic achievement as the child proceeds through the elementary grades. It should be noted that present tests do not reflect intellectual ceilings for disadvantaged learners. Rather, they reflect the influence of such factors as motivation, rapport, reading ability, and cultural content of the tests.(13)

Learning studies suggest little relationship between measured intelligence and performance on certain learning tasks under selected conditions. Under proper reinforcement, disadvantaged children perform as adequately as others. Apparent deficiencies in cognitive development have been attributed to language weakness, limited experience range, and restricted intellectual stimulation. On the other hand, school failure shows such destroying effects on personality as lack of self-confidence and negative self-image.(1)

It is noteworthy that disadvantaged children tend to have unrealistic aspirations. Goals and achievement are often incongruent. Unfortunately, these incongruities are not fully explored with the individual, but merely heightened.

The motivational patterns of disadvantaged children are at the present time oriented toward and rely on immediate materials and rewards. Such patterns are not adaptive to a future oriented school program. Significantly, the level of intellectual functioning is changeable and responsive to environmental influences. A recommendation(29) growing out of the Higher Horizons Program indicates that compensatory programs have more opportunity to be productive if started early in the elementary years before negative attitudes toward education have been set. A central indication in Bloom's research(4) is that general school achievement is a relatively stable characteristic that develops quickly during the early school years (especially the first three) and like other stable human characteristics, may be more drastically affected by the environment in the rapid period of growth than later on.

When curricula and materials are adapted to the child's readiness and appropriate experiences provided, the differences between the disadvantaged and advantaged child become very small.(5)(24)(46) Yet, cumulative deficit characterizes the progress plight of the disadvantaged. This phenomenon is most marked in children of low and average ability and directly related to early school dropouts which incurs less socio-economic mobility and opportunity in the world of work. (Additional supportive references -- (39)(40))

Teacher Anxieties

Developing competent, skillful teachers with feeling for working with socially disadvantaged children is a key reality to be faced by public schools and institutions of higher learning. This problem is intensified as high incidence of teacher turnover becomes more prevalent in the inner-city school.(21)(38) Studies reveal that teachers are aware of their inadequacy for this kind of teaching situation: teacher anxieties are caused by inability to comprehend and cope with multiple problems and achievement levels well below teacher expectations.(20)(21) The teacher does not understand the social milieu that has shaped disadvantaged children nor how to gear a program of instruction to their needs. Attitudes of teachers show a greater negative evaluation of this group of children than middle-class children. Parents and children are often blamed for classroom difficulties. Such blame and lack of teaching satisfactions further hinder learning. The teachers and children alike seek ways of escaping what has come to be an unproductive situation.

Thus, the exodus to the suburban schools where children, parents, and teachers hold similar orientations and expectations. However, when curricula are more suited to the children, successful teaching experiences occur and more positive attitudes are developed toward the disadvantaged children and less teacher turnover is evident. (Additional supportive references -- (7)(19)(21)(29)(30)(45))

Thus, professional growth appears to be a salient factor in developing attitudes, understandings, realistic expectations, and competencies to provide adequate educational opportunities for the disadvantaged and a rewarding teaching career for the teacher.

Planned Educational Change

Research about the change process in education displays an abundance of activity on the hypothetical and theoretical level; however, there appears to be a dearth of relevant findings based on empirical data. Since little effort has been made to identify the dimensions of change in the education field, it has been useful to focus heavily on the findings of research in rural sociology,(31) agriculture,(42) and anthropology.(17) Gallaher(17) conceives of a tension-management organizational model as useful in producing cultural change because it implies that change is a natural consequence of human social life. The culture change cycle is perceived by this anthropologist as involving three processes: (1) innovation, the process whereby a new element of culture or combination of elements is made available to a group; (2) dissemination, the process whereby an innovation comes to be shared; and (3) integration, the process whereby an innovation becomes mutually adjusted to other elements in the system. To this mold Matthew Miles(35) contributes the conception that innovation and organizational health are interdependent. The innovative project must be one of organization development itself. The works of Ross,(44) Cocking,(11) and Brickell(8) provide additional clues to the complexity of the problems of diffusion and adoption in the content of the public schools.

Several attempts have been made to identify and define terms used in the change process:(3)(33) change agent, innovator, change mechanism, target system, adapters, diffusion, and integration. Recent findings(3) indicate that process and tactics of diffusion can be strategies of change. Effective change agents possess certain definable characteristics: youth, high social status, cosmopolite, exerted opinion in leadership, viewed as deviants by their peers and themselves.(42) Data from Stone's study(47) would tend to indicate that up to a point the work of "outsider" change agents is effectively related to innovation and that after that point, change agents in the form of local adapters seem to become highly effective in bringing about continued change through word-of-mouth communication.

The combined impact of a variety of change agents at various stages in the process of diffusion has been supported by Wilkening(49) and Rogers.(42) Each of these studies supports the selective use of such change mechanisms as mass media, personal contact, expert and consultant help at various stages in the change process.

As the research is viewed in its totality, one message is clear: the apparent educational plight of the socially disadvantaged child requires a major rethinking of our educational structure to halt and reverse the cumulative deficit in this child's school career. The clarity of the task is clouded by hazy perceptions of the change process and procedures for improving the quality of educational services in relation to the educational needs of the disadvantaged child. With mounting concern among educators for facing the challenge, it would seem plausible to formulate objectives and a rationale for effecting planned educational change.

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Educational Need -- As Approached in Projected Enrichment Unit Design

Project Rationale

Research, observation, dissatisfactions and needs of children determine priority of educational need in a given educational setting. In an effort to halt cumulative learning lag, teachers' dissatisfactions, parental apathy, and institutional ineffectiveness in meeting change, the enrichment unit is an attempt to break the lock-step organizational pattern. This organizational deviation is an administrative coping device in the schools for establishing the role of enrichment teacher and for freeing human resources to be re-allocated to the solution of the problems of disadvantaged primary children. Each enrichment unit would consist of three or four regular primary teachers and one enrichment teacher serving the same elementary school. The creation of a new instructional relationship and a new role (enrichment teacher) has possibilities for effecting planned change. Because of this new relationship the children benefit from the direct services of two professional personnel.

Through this flexible organizational structure, planned professional growth opportunities become the key to broadened understandings and higher level teaching competencies. Hopefully, the observable result of professional growth will be a higher quality of educational service rendered to inner-city boys and girls. Professional growth experiences will be embedded in major thrusts of program development in language arts and home-school relations.

It is imperative that the language development program be strengthened early in the child's school experiences if the roots of continuous learning are to be nourished. In an effort to reverse academic underachievement, this project concentrates on raising the language facility of children (in Grades 1 through 3) because language permeates living and is basic to successful progression through school. It is also significant that attention is focused at an age level when behaviors are more malleable. Recognizing the influence of the family environment on the language development, attitudes, and aspirations of children, a second thrust of the project is toward developing a home-school relations program.

Above and Beyond Regular School Program -- The term "enrichment" is operationally conceived as any activity or service that is designed to provide for children's needs, differences, and individuality. Efforts will be directed toward providing intensive help in developing and improving communication skills, experiences to broaden cultural background, and encouragement to develop pride in the child and his abilities. Enrichment involves providing activities and services that are above and beyond those services rendered to children in the current educational setting and curricular program. The project has a major concern for the improvement of educational opportunity and achievement for the children identified as participating in this project.

Basis for Image of Effectiveness -- Does the enrichment unit have the potentiality for meeting the observed and verified educational need?

This anticipated image is not merely an invention of the mind, but it is nurtured in the reality of testimony. The verbal reactions of seventy-two regular and twenty-four enrichment teachers, recorded in taped interviews (June, 1965), give shape to the anticipated image. The enthusiastic and articulate responses of the participants at the end of the feasibility year became a source of encouragement and direction in subsequent planning. A substantial core of project participants cited evidence supporting the impact of this endeavor on learning. There appeared to be an overwhelming conviction that a broadening of the teachers' insights through home visitations made a difference in teaching procedure and teachers' attitudes. Enrichment became a functional concept as teachers grasped opportunities to help individual children at the "teachable" moment. About 10 per cent of the first graders in the project were salvaged from facing failure. This feat indicates a higher level of language achievement plus a situation conducive to developing a positive self-concept. The testimony bears out the hope that planned educational change can break through organizational barriers to cope with existing educational needs.

3. OBJECTIVES

The educational need which has been observed and the subject of research is a source of grave concern to those responsible for the education of the nation's youth. The educational plight of disadvantaged youth appears an appropriate point for initial impact. In an effort to face the reality of disadvantaged children's educational plight, the Columbus City School District has initiated a project with the compelling motive to improve the efficiency and effectiveness with which educational service is being rendered and used in schools enrolling substantial numbers of socially disadvantaged primary children. To realize the comprehensive objective of this project, endeavors will be directed toward:

1. Refining an administrative structure (enrichment unit) for the purpose of (a) evolving the role of enrichment teacher and (b) freeing human and material resources and re-allocating them to cope with the problems of educating the disadvantaged primary grade child.

2. Developing a program of language arts which will enable the child to approach his fullest potential.

3. Developing a program of professional growth experiences which will orient inservice teachers to: (a) the many facets of servicing children from disadvantaged situations and (b) the area of planned educational change.

4. Developing a program of home-school relations which will employ appropriate channels of communication to acquaint parents with the school's program and encourage parental support and reinforcement.

5. Exploring ways the Columbus City School District and institutions of higher education can utilize their unique resources in the solution of mutual educational problems.

6. Seeking insights into the dynamics of planned educational change which might serve as a basis for approaching other educational problems.

deprived child comes to school with an obvious language barrier that impedes his ability to communicate effectively and cope with language as it is used in the school setting. These children are not verbally destitute or language-less. They differ in complexity and orientation to language from children who come from more favored language backgrounds. They exhibit deficiences that need attention.

Scores on reading readiness tests supplemented with teacher observation of language facility reinforce the expressed need for a re-developed language arts program (reading, listening, speaking, writing). A recommendation growing out of the Higher Horizon Program indicates that compensatory programs have more opportunity to be productive if started early in the elementary years before negative attitudes toward education have set in. The first three years in the elementary school are critical. Dropout, failure, negative self-concept are interrelated and dependent (in a majority of cases) on extent of language facility and success in dealing with the school program. After identifying the verbal equipment and experiential background that the socially disadvantaged child brings to school, it readily becomes apparent that the schools' task is one of providing for the needs and differences of these children through enrichment services and activities as early as possible in one area of the child's social experiences -- language.

It is significant that this project concentrates on the language arts in the primary grades because language (the exchange of ideas in a social setting) permeates our living and is basic to successful progression through school.

Anticipated Participation of Institutions of Higher Education

From the initiation of the enrichment unit project, there has been an expressed desire on the part of the Columbus City School District and The Ohio State University to make this a collaborative endeavor in response to a problem of mutual concern. Due to the restructuring of the College of Education into the School of Education, the university's energy has by necessity been focused on identifying new roles and adjusting to new structural perceptions of an internal nature. Yet sessions for ideation and policies for joint action will continue to be pursued during the current school year (1965-66) to explore the possibility of a collaborative effort. Hopefully, a university-school relationship would be reciprocal. The public schools would serve as a resource in developing pre- and in-service teacher education programs, in developing generalizable approaches to problem solving in the public school setting, and in developing new patterns for possible school-university relationships. The university would serve as a resource for expertise in areas of knowledge in developing language-arts and home-school programs and processes of educational change.

Even though this reciprocal working relationship is not fully visible at this time, certain role expectations might be anticipated.

During the development of the project it is conceivable that the collaborative efforts would vary in relation to time limits of the project. Since the three-year time span began in September, 1965, and the orientation period for program development must be initiated, the public schools in all probability should assume the major role initially for professional growth of enrichment teachers and regular teachers. Hopefully, this responsibility would gradually become part of a university pre-service teacher education program and a continuing professional-growth program serviced by the university schools at the termination of this project.

Yet, during the period of time when the school system had the major responsibility for inservice growth, the university might be a valuable resource to tap for depth and specialization of talents not expected to be maintained within a school staff. Experts' talents should be utilized when there is a need for such services. The need should determine the service rather than the service create the need. At times the university might assume the role of participant observer to assess what practitioners perceive to be the professional needs of teachers. It would also be valuable to the developmental team to have reactions of a participant observer as the project moves toward its objectives. The university may also gather data and formulate some judgments about (Objective 6) the dynamics of planned educational change. The expertise of some of the university staff members in the area of evaluation would lend direction and depth to the on-going project.

Each role identified with the on-going project appears to have some unique contribution to make in the realization of the compelling motive for the project to better serve the educational needs of disadvantaged children. Yet each role is basically a service function in different and/or overlapping spheres of operation. This overlapping can be a strength or weakness depending on the personalities involved and their perception of the role.

The effective utilization of the unique public school resources and university resources in the solution of mutual problems is a relatively unexplored relationship that implies experimentation and evaluation (Objective 5).

Projected Summer Activities

The summer activities represent a diversified approach to a united team effort. The underlying aim of every professional endeavor would be focused on development in the two major thrusts of the project -- language arts and home-school relations. As in other efforts of the project, the power and quality for these two thrusts will be fostered through a continuous professional growth of the educational staff with the appropriate involvement of consultants and collaborators.

As currently projected, summer activities purport to include such diversified approaches as: orientation of personnel, materials and media development, skill maintenance and development, and evaluation data assimilation.

Summer activities will be the subject of a separate proposal to be developed during the spring of 1966. Although the specifics of such a proposal cannot be foreseen at present, general statements about each of the areas in which activity is contemplated are presented below.

Orientation of Personnel

With expansion of the enrichment unit project anticipated for the 1966-67 school year, it is possible that the staff of enrichment teachers and regular teachers will need to be expanded substantially. Such new staff members would be in addition to replacements for personnel currently involved. A conference to acclimate new personnel to the enrichment unit project plus a brief orientation to the culture of poverty may allay many anxieties before these teachers begin to participate in the project. The size of the group would almost necessitate three separate but possibly consecutive orientation periods. Personnel would be remunerated in line with the established rate for summer school teachers.

Materials and Media Development

These activities would be broadly conceived to encompass selection, developing, and ordering and using stimulus materials in the teaching-learning situation. These activities would include the following:

1. Workshops of regular and enrichment teachers to plan innovations to be tried during the 1966-67 school year. These workshops would draw heavily on the experiences of the 1965-66 school year and would attempt to assimilate these experiences into appropriate approaches to the teaching-learning situation. Efforts and time would also be given to discovering new innovations which would assist in attaining the project goals. At each of these

several workshops, participants would assume responsibility for such areas as readiness activities, enrichment trips, professional growth activities calendar for 1966-67, and preparation of an annual report.

2. Experimentation to concurrently test certain of the workshop innovations in selected schools during the summer of 1966.

3. Establishment of language labs in selected schools to ascertain the particular contribution of such labs to the development of language skills in socially disadvantaged primary children. Emphasis would be given to the directed use of tape recorders and other audio-lingual (and visual) equipment and materials which stimulate and develop language arts skills. Concentrated use of speech therapists and other specialists who possibly can contribute to the development of language skills is anticipated.

4. Experimentation with activities designed to stimulate language skills. Such activities would emphasize concrete experiences for individual children and groups of children. Activities would be accomplished by a single teacher or by teams of teachers and other specialists. It is conceivable that the child himself might assume responsibility for self-instruction with the assistance of specialized equipment or media.

5. Experimentation with a variety of home-school relations experiences. Workshops with parents and other interested individuals would be anticipated. Attention to the appropriateness of newsletters, conferences, and the like as communication techniques could be explored cooperatively with parents, teachers, and consultants. The use of closed-circuit television to enlist the assistance of parents in supporting the educational program of the school is anticipated as a most productive area of exploration.

The development of materials and media appears to be a most important function to be carried out during the summer of 1966. The appropriateness of such summer activities is reinforced by the availability of teachers to give full-time attention to the activities mentioned above. Through the enlistment of the collective knowledges of these teachers and through the involvement of parents and appropriate consultant help, the most realistic insights into the multiplicity of the problems involved could be developed. Through such insights, the strategies of the enrichment unit project for solving the various educational problems could be refined and expanded to facilitate attainment of the project objectives.

Skill Maintenance and Development

Upon their return to school after the summer months, many primary children display a loss of skill in language arts. Furthermore, many of these same children also fail to display a normal growth in skills during the summer period. This suggests the possible value of selected activities aimed at maintenance and further development of language skills. In addition to these children, numbers of readily identifiable kindergarten children approach first grade in obvious need of continued attention to readiness activities. It is anticipated during the summer of 1966 to involve these children in summer school activities which would be planned to meet their particular needs -- maintenance or development -- in relation to language arts skills. These children would constitute the student population to be served by many of the activities suggested in the preceding section on materials and media.

Evaluation Data Assimilation

It is anticipated that a variety of evaluation data would have been collected by the summer of 1966. It is important that these data receive prompt attention so that feedback might be appropriately used to refine and expand the operation of the enrichment unit project. The efforts of teachers, with needed consultant help, to process and assimilate these data would be invaluable to the refinement and expansion of the project and also to the growth of the teachers themselves. Further, the teachers involved would provide a prime vehicle for eventual formal communication of evaluation findings to the entire project staff. Teachers would be of particular value in designing instruments to be used in the collection of data. Furthermore, the identification of teaching behavior to achieve project goals in relation to language arts would be another contribution they might make to the development of evaluation instruments. Therefore, it is anticipated that teachers would be involved during the summer of 1966 in a workshop aimed at processing the evaluation data which had been collected during the 1965-66 school year.

In summary, the summer activities represent a diversified approach to a united team effort. Through such activities, children, teachers, and parents will work together to attain the project goals.

Participation of Private Schools

In large cities pockets of poverty are almost inevitable and visible in areas with a concentration of low-income families. Children emerging from these home environments attend adjacent private and public schools. Both school systems face similar problems of educational need and pressure generated by deprivation in overlapping attendance areas. Irrespective of the school attended, children from lower socioeconomic strata show a lack of social experiences which impede language development commonly expected for communicating ideas successfully in the educational program and life in the larger society. If efforts to meet the demands of educating children from disadvantaged environments are to proceed with logic and efficiency, then additional services should be available to all children living under these conditions, not just those attending public schools. Since a climate of cooperation between the private and public schools has been productive and congenial in the past, there is an expressed desire to continue interaction in a united effort to better service the educational needs of the socially disadvantaged children. The enrichment unit project provides the means for mobile educational services.

The basic design of the project as well as a lack of public-school facilities negate the possibility of the enrichment teachers performing their services to private school pupils in public school buildings. In some cases enrichment teachers now are improvising to make temporary accommodations adequate and functional. It would be feasible for the enrichment teachers to be nominated by the private schools, be employed by the public schools, be members of the public schools' professional staffs and yet render service on private school premises. For example, an enrichment teacher would provide enrichment services in St. Ladislas School while retaining staff membership across the street in Reeb Avenue School. The enrichment personnel in the private schools would participate in the home visitation program and professional growth experiences initiated and carried out by the public schools. To provide for a coordination of activities and services a private school representative would be invited to attend a semi-monthly project staff meeting, This person would also be the channel of communication between the two systems. Since the intra-school enrichment units involve personnel in two buildings, it probably would be appropriate to cooperatively develop guidelines for enrichment services and activities to supplement those outlined in the preceding presentation.

The number of private schools qualifying for enrichment activities has been calculated by identifying those schools that are contiguous to public schools that qualify. Materials and services would be extended to private schools as the project is extended in areas of high concentration in public school attendance areas. To implement mobile enrichment teacher services and establish a working relationship with private schools, the following service areas might be explored:

1. Private schools can be loaned materials which have been purchased from federal funds.

2. Teachers from non-public schools may attend orientation and inservice programs.

3. Facilities from public and private schools can plan together for better coordination of learning opportunities.

4. A committee representative of private and public schools could meet regularly to plan cooperation and coordination.

Both educational systems share the desire to help the socially disadvantaged primary child to communicate ideas effectively through the four facets of the language arts (listening, speaking, reading, and writing).

The challenges that will be encountered during this united effort will be complex, but all children need to experience success in the language arts if they are to contribute to society and not be trapped in the familiar cycle of poverty, ignorance, and dependence.

5. PROCEDURES

General Enrichment Unit Plan

The enrichment unit would serve as an administrative coping device in the schools for establishing the role of the enrichment teacher and for freeing human resources to be re-allocated to the solution of the problems of disadvantaged primary children. Each enrichment unit would consist of three or four regular primary teachers and one enrichment teacher serving the same elementary school. The number of primary sections in each building would determine the ratio between regular and enrichment teachers (3 to 1 or 4 to 1). The principal of a school having an enrichment unit would automatically be considered as a member of the unit or units in his building.

The enrichment unit plan would divide the school year into cycles (for example, six cycles of six weeks each). Within each cycle three time schedules described below (Schedule I, Schedule II, and Schedule III) would be operative.

Schedules I, II, and III

When Schedule I would be operative, the enrichment teacher would spend approximately the same proportion of each school day in each of the regular classrooms assisting with language arts instruction. A schematic representation of Schedule I is as follows:

SCHEDULE I

	Staff Dimension (4-1 Unit)			
	Regular Teacher A	Regular Teacher B	Regular Teacher C	Regular Teacher D
Time Dimension (One School Day)	x			
		x		
			x	
				x

Each block represents approximately one fourth of the school day. The blocks containing an "x" represent the schedule of the enrichment teacher. In a 3-1 Unit, each block would represent approximately one third of the school day.

A great deal of flexibility would inhere to Schedule I. Although the enrichment teacher would spend approximately equal time with each of the regular teachers, the regular teachers and enrichment teacher would be permitted to vary their respective pupil loads as they see fit. For example, both teachers might cooperatively teach the class, or might decide that the enrichment teacher should take responsibility for working with a group of ten pupils in need of special help in reading readiness while the regular teacher would work with the remaining pupils. At times, either the regular teacher or the enrichment teacher could work with an individual pupil, while the other would work with the remainder of the class. Furthermore, the pupil-teacher ratio could be adjusted at any time the two teachers see fit. It is even conceivable that two regular teachers could combine their groups and work with the enrichment teacher in instructional activities in language arts planned cooperatively by all three teachers.

When Schedule II would be operative, the enrichment teacher would spend one full day each week in the classroom of each of the four regular teachers and would assume the regular teacher's responsibility for the entire instructional program. The regular teacher would thus be relieved of her teaching responsibilities to assist in the development of a language arts program and a home-school program; to participate in professional growth activities; and to make home visitations. A schematic representation of Schedules II and III is as follows:

SCHEDULES II AND III

	Schedule II				Schedule III
	Staff Dimension (4-1 Unit)				
	Regular Teacher A	Regular Teacher B	Regular Teacher C	Regular Teacher D	Enrichment Teacher
Time Dimension (One School Day)	(Monday)	(Tuesday)	(Wednesday	(Thursday)	(Friday)

Each block represents an entire school day. Under Schedule II, the enrichment teacher would spend an entire day with a class, relieving the regular teacher. Under Schedule III, each regular teacher would be responsible exclusively for her class throughout the day, thus relieving the enrichment teacher of all classroom responsibilities.

When Schedule III would be operative, the enrichment teacher would be relieved of her classroom teaching responsibilities to assist in the development of a program of language arts and a program of parent education, and to participate in professional growth activities. Schedule III would be operative the number of days, half days, or combination thereof required to enable the enrichment teacher to pursue such activities.

In summary, given a six-week cycle and an enrichment unit with four regular teachers (a 4-1 Unit), Schedule I would be operative nearly every day during the first four weeks; Schedule III, on selected days during the first four weeks and two days during the last two weeks; and Schedule II, on eight days during the last two weeks. When Schedule I would be operative, the enrichment teacher and regular teacher would share teaching responsibility in language arts one fourth of each school day. When Schedule II would be operative, the enrichment teacher would assume full teaching responsibility all day, relieving the regular teacher for activities suggested above. When Schedule III would be operative, the enrichment teacher would be relieved of teaching responsibility by the regular teacher, freeing the enrichment teacher for activities suggested above.

Potential Strengths of Enrichment Unit

The enrichment unit, as an administrative coping device, would make possible -- and enhance -- the pursuit of vital aspects of the project. For example, flexible scheduling would make both regular teachers and enrichment teachers available for curriculum-development, parent-education, and professional-growth activities. Time would be provided during the regular school day for teachers to participate in such activities.

The fact that the enrichment unit would depend upon the service of teachers in its approach to meeting the special needs of disadvantaged children is of much significance. All members of the enrichment unit, including the enrichment teacher and principal, would retain a basic obligation to pupils. Furthermore, both types of teachers would work together on the development and implementation of instructional programs in language arts.

Benefits would accrue to each of the various types of individuals associated with the enrichment unit. For example, children would acquire broadened opportunities for individual attention by having two teachers available during part of the school day; gain an additional adult image in the classroom on a regular basis; and be provided continuity of instruction since the enrichment teacher would assume total responsibility for instruction when the regular teacher was relieved of teaching.

The regular teacher would receive, on a continuing basis, assistance with instructional planning and teaching in language arts from a fellow teacher who is readily available; realize a more manageable instructional load during portions of the school day; and be given time during the regular school day to participate in the development and implementation of educational programs for their pupils. Professional growth activities also would be offered during the regular school day.

The enrichment teacher would be provided opportunities to serve children and regular teachers in novel ways while retaining instructional responsibilities. The enrichment teacher also would be given opportunities to participate in program-development and professional-growth activities.

The principal would be provided continuous assistance with instructional problems in language arts from the enrichment teacher who is readily available. The principal also would be offered a viable means of organizing human resources to work on the improvement of language arts instruction in the primary grades and on school-home relations.

Role Description of the Developmental Team Staff

Broadly conceived, the developmental team would involve those persons directly responsible for and involved in the on-going development of the enrichment unit project. In the realization of the stated project objectives, the developmental team would concentrate united efforts toward initiating, developing, and integrating a home-school program and a language arts program to serve disadvantaged primary children and their parents. The team framework would encompass for cooperative endeavors enrichment unit personnel in the local school and central office staff personnel. An enumeration of all persons contributing to the on-going task would be inexhaustive and redundant for purposes of role description. Yet, forward movement of the project necessitates a spelling out of anticipated functions of that nucleus charged with developmental activities; namely, enrichment teachers, regular teachers, principal, and project staff (project director, home-school coordinator, language arts coordinator, two project associates, and personnel from the Division of Instruction).

Enrichment Teacher

The enrichment teacher is the unique ingredient in the enrichment unit. Hopefully, planned educational change can be accelerated by the enrichment teacher. This role makes available in each enrichment unit a person who can explore new ways to cope with the learning needs of the disadvantaged.

The enrichment teacher would provide instructional leadership and instructional services. Primarily, this person would engage in cooperative efforts with the regular teachers and the principal in the local school enrichment unit. Secondarily, the enrichment teacher would participate in program-development activities and engage in cooperative efforts with members of the developmental team and teachers and principals serving in similar schools; such efforts would be designed to develop solutions to instructional problems of common concern. This broader perspective would be one of the enrichment teacher's prime contributions to the determination of the acceptability and effectiveness of procedures used in implementing the various programs.

Since the role of the enrichment teacher is relatively new, it should be expected that the role would undergo continuous modification and would evolve to higher levels of refinement during the project. Yet it is reasonable to assume that this person will have the responsibility of providing for children's needs and differences in ways that will broaden and deepen the language facility of all children.

Instructional leadership would be provided by the enrichment teacher in a variety of cooperative enterprises involving her with members of the enrichment unit staff. Such enterprises would require the enrichment teacher to exercise leadership in such functions as:

> Planning with regular teachers, the principal, and appropriate service personnel as a group, and at other times, planning with only individual regular teachers in her enrichment unit staff. Throughout the operation of all three schedules, instructional planning for the language arts program would remain a joint responsibility of both the regular and enrichment teachers. In planning as in all other functions, major emphasis would be given to the utilization of the creative potential of all members of the enrichment unit staff.
>
> Organizing an operational framework which would enhance the coordination of staff efforts designed to achieve accepted educational goals. Components of such a framework are purposes, tasks, roles, human resources, media of communication, and various relationships.
>
> Communicating with members of the enrichment unit staff and developmental team personnel on matters relating to the pursuit of accepted educational goals. Such communication would be tri-dimensional: upward, from enrichment teacher to the principal, developmental team, and other service personnel; horizontally, from enrichment teacher

to enrichment teacher and to regular teachers; and obliquely, from enrichment teacher to parents and children.

Influencing the behavior of the regular teachers in the enrichment unit in such a way that accepted educational goals could be achieved effectively and the teachers would derive satisfaction and a sense of fulfillment from their efforts. Influence would be exerted by the enrichment teacher through her own exemplary behavior, her self-initiated communications to regular teachers, and her responses to requests of regular teachers for advice, information, and the like.

Coordinating the flow of all material and human resources instrumental in achieving accepted educational goals. Such coordination would involve an understanding of the fund of resources available, the location of each resource, and the means whereby each resource can be placed at the disposal of the regular teacher, pupil(s), or parent(s) with dispatch.

Evaluating the effectiveness with which accepted educational goals are being achieved.

In addition to the leadership functions listed above, the enrichment teacher also would pursue such major service functions as:

Reinforcing, supplementing, and expanding the instructional efforts of the regular teacher.

Teaching cooperatively with each of the regular teachers in their respective classrooms and teaching alone in each of the classrooms individual children, small groups, whole classes, or combinations of classes.

Preparing instructional materials both individually and cooperatively with other staff members.

Collecting and recording relevant information pertaining to the effectiveness of instruction (instructional approaches, materials, techniques, and the like).

Serving as a resource person in activities designed to elicit parental involvement and through such involvement to strengthen support and reinforcement of the language arts program in the home.

Sharing observations about instructional techniques and materials with regular teachers.

Attending to regular teachers as they seek assistance with instructional problems and working with these individuals in attempting to solve problems.

Regular Teacher

The component of three or four regular primary teachers in each enrichment unit would be the indispensable base upon which the ultimate success of the project depends. The regular teacher would be the single most important human resource in the enrichment unit program because it is she who would provide most of the direct service to children. The focus of the regular-teacher role would be broadened and sharpened within the enrichment unit program so that children might be served better.

Within the enrichment unit, the regular teacher would share responsibility for the growth of others as well as self. To discharge such responsibility, the regular teacher would be involved in such functions as cooperative planning and teaching with the enrichment teacher, cooperative planning with the entire enrichment unit staff, making visitations in homes of pupils for the purpose of enlisting parental support of the instructional program, and developing cooperatively with other professional personnel serving in similar school settings programs of language arts and parent education. Just as the role of the enrichment teacher would undergo change throughout the duration of the project, so would the role of the regular teacher.

The regular teacher would contribute to the program development a wealth of practical knowledge about the classroom situation. After participating in developmental-team deliberations, she would return to the classroom, view the product of these deliberations in the classroom setting, and at the proper time contribute feedback to the developmental team. The rich experiential background of the regular teacher would be indispensable to efforts to prepare materials and develop techniques. As efforts would move into the evaluation-and-refinement phase of program development, the regular teacher would become a prime source of evaluation information and an important contributor to refinement efforts. Ultimately, the regular teacher and enrichment teacher would demonstrate the refined program.

Principal

The role of the principal in schools utilizing the enrichment unit program would be of paramount importance because the principal traditionally has responsibility for planning and directing, in cooperation with service personnel, a program designed to accomplish the on-going improvement of instruction in his building; and the principal also has responsibility for organizing his staff efficiently and administering his building in ways conducive to a sound instructional program.

The principal, like other staff members, would be involved in the professional-growth activities of the developmental team.

In discharging these responsibilities the enrichment unit principal would give the project reasonable attention and support.

Through the enrichment unit program, the principal would be offered an opportunity to develop a broader perspective, which could lead to new concepts about pupil organization, staff utilization, professional growth, and home-school relations. For example, although the principal would retain responsibility for providing instructional leadership within his building, he would be offered assistance in the leadership function within each enrichment unit through the enrichment teacher. The principal never shifts his responsibility for instructional leadership to the enrichment teacher. However, the principal could realize the full potential of such assistance only as he would be supportive of the enrichment-teacher role and would encourage its development.

Inherent in the enrichment unit approach are problems for the principal, as is true of all new ventures in education. The principal would encounter problems as he strives to provide a balance of support and encouragement throughout the entire staff in the forward movement of the total building program. He must avoid allocating an inordinate amount of time and resources over extended periods to any one effort. At times it might be the principal's role to mediate between groups. It becomes the role of the principal to keep the entire staff informed of what is taking place in any particular endeavor and why it is of importance. It would be especially important for the enrichment unit principal to maintain well-established channels of communication with his entire staff throughout the project.

Project Staff

Within this comprehensive team framework, there would be a project staff unit consisting of central office personnel (three coordinators, one associate, two assistants, and personnel from the Division of Instruction) that would be the nerve center for planning and implementing program development. To fulfill this designated assignment within the three-year period, this project staff of the developmental team would function in many capacities such as:

1. Maintaining a service and supportive role with the building principal.
2. Working with regular teachers and enrichment teachers as a primary reference group.
3. Mobilizing resources that can be selected, organized, and utilized for professional growth.
4. Assuming responsibility for carrying out procedural phases of the project.
5. Working cooperatively with other administrative divisions of the Board of Education.
6. Seeking, through proper university channels, collaborative or consultant services, when needed.
7. Assuming responsibility for planning and implementing inservice activities needed for program development.
8. Establishing and servicing horizontal and vertical channels of communication.

Students Served

During the 1965-66 school year, fifty-seven enrichment units will be operative within twenty-one public elementary schools serving significant populations of disadvantaged pupils in the Columbus City School District. In sixteen of the twenty-one public elementary schools, the enrichment units will be operative in the first, second, and third grades. In five public elementary schools, the enrichment units will function predominantly in the first grade. This project will involve twenty-one principals, fifty-seven enrichment teachers, 200 regular teachers, and approximately 3,600 children and their parents. It is anticipated that the enrichment unit services would be expanded within the next three years to encompass all primary grades in approximately thirty-five schools of highest priority.

All of the enrichment teachers are accommodated, with some difficulty and often inadequately, in existing school facilities. In some instances the ingenuity of the enrichment teacher was a factor in making the current arrangements even possible. Plans are in process for seeking a supplemental grant to construct adequate facilities for the present twenty-one schools involved and for the anticipated expansion.

Throughout its duration, this project will place prime emphasis upon the language arts and home-school relations programs. As revealed in current research, it is necessary for parents to support the school's efforts if the child is to develop a positive orientation to life. The literature also indicates that an effective program of language arts is essential to the ultimate success of disadvantaged children in public schools. Appropriate articulation between the sequential aspects of planned experiences for children is of vital importance. The institution of a new organization structure and program has implications for what will precede and follow. For example, the enrichment unit and program development will have an impact on the kindergarten program and the upper elementary program of the Columbus City School District. These implications are now under study by the district.

Rationale for Project Service Activities

Since there is common direction and purpose in the two thrusts of the developmental team (language arts and home-school relations), similar procedure design and time-phase relationships would be applicable to both. Both dimensions of the developmental team have the responsibility for effecting program development through professional growth. Even though the many diverse activities and efforts may complement one another, they are related to common goals, thus fostering procedural consistency and contributing to unification of both efforts.

Procedures are ways of putting administrative structure (in this case, the enrichment unit), professional personnel, and resources into motion for the achievement of a desired outcome. The choices made in pursuing a course of action find direction in a rationale about planned educational change. Change in the quality of service rendered by professional personnel will occur only as the perceptions, attitudes, values, understandings, and skills of individuals change. Such innovation and resultant change are the observable results of increased human insight which has been stimulated through active involvement in professional growth. Insight (or growth) can be fostered by a combination of dimensions, such as: new knowledge (innovative concepts might be discovered in related disciplines), new experiences (experimenting), example or demonstration, involvement in program appraisal and development, and administrative structure (provide organizational structure conducive to change by freeing human and material resources for growth).

Accepting the generalization that individual and collective growth of professionals generates a higher quality of service to children, procedures become an innovative process to bring about planned professional growth. The innovative process might be viewed as one of selecting, organizing, and utilizing human and material resources in ways that effect growth (changed concepts, attitudes, and skills). Becoming aware of potential human and material resources and perceiving their appropriate use in relation to innovation is an obligation of the developmental team. Such potentially valuable resources exist in both schools and institutions of higher education. The model for educational change below serves as a potential conceptual framework through which optimum professional growth might be activated and integrated:

MODEL FOR EDUCATIONAL CHANGE

Innovative Process is one of selecting, organizing, and utilizing human and material resources for the integration of innovation.

Innovation--goals, concepts, attitudes, and/or skills introduced to an individual, group, institution, or culture that had not been functionally operative before.

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Innovator--person, institution, or group initiating change (in this case, enrichment teacher, regular teacher, university personnel, public school service personnel, parent or other community organizations, instructional staff, etc.).

↓

Innovative Media--experience (means by which innovator brings innovation to the awareness of adopter, such as: inservice meetings, interschool visitation, TV and other audio-visual media, experimentation, etc.).

↓

Adopter--an individual, group, or institution on which an innovator is working to seek acceptance of an innovation.

↓

Diffusion and Integration--widespread acceptance and evaluation of innovation (goals, concepts, attitudes, and/or skills). The innovation becomes mutually adjusted and part of the on-going teaching-learning process in the classroom.

It is evident that this model does not formally provide for "conditions" evident in the implementing climate. To a marked degree such conditions, reflecting the health of the organization, influence the rate and extent of planned change. It would be redundant to identify the total syndrome of environmental factors, but a sampling would seem appropriate. The innovative process is most productive in a climate of teacher security and apparent job satisfactions. In this kind of emotional climate, security risk is tolerated and failures shared. Because of the highly personal and creative involvement of the teacher, she needs the emotional support of group associates. The group must be one in which she is free to verbalize innovative ideas, obtain criticism without feeling defensive, and obtain help to make materials needed for new activities. Productiveness in persons rests on a clear sense of identity, on an adequate perception of roles, and on a commitment to membership in a group for the solution of existing teaching-learning problems. Goals need to be identifiable and achievable within available resources and appropriate to the needs of the practitioner. Teachers need to feel that instruction and teaching are moving forward. The established movement of vertical and horizontal communication becomes crucial to group cohesiveness and goal realization. The range of intellectual ability, interpersonal skills, and personal needs among teachers is probably as great as that among pupils. This variable will demand careful consideration in selecting and utilizing resources for professional growth.

Even though it is theoretically possible to ascertain the components and flow of the change process, it is also reasonably clear that a continuous appraisal of environmental conditions is an important prerequisite to decision making relative to procedures. If cumulative changes in human behavior are desired, attention must be given to building a climate conducive to professional study, to critical appraisal, and to experimentation with new ideas, resources, and methods.

Sequential Time Relationships of Project Development

It is the intention of the developmental team to evolve a program of home-school relations and a language-arts program through a series of sequential phases. Definite lines of demarcation between the phases may be somewhat unrealistic. But in order to establish time-target relationships, four general phases might be described. Throughout the entire project, the developmental team would make a conscious effort to employ the innovative process explicated above to support those environmental conditions that contribute significantly to changed behavior. Consultant services and services of university personnel with specialized talents will be sought throughout the project as the need becomes manifest.

Phase 1: Assessment-Reflection

During this phase the developmental team will focus attention on building a knowledgeable basis for identifying desired outcomes of programs of home-school relations and language arts. This will be a period of time for orientation and searching for broader perspectives. The following activities might be pursued:

A. Orientation of teachers and principals new to the enrichment program during the 1965-66 school year. All the personnel involved in the enrichment program would profit from an updating of project thinking and plans.

B. Appraisal of current programs of home-school relations and language arts in Columbus and other cities of comparable size. It is the responsibility of the team to devise procedures for taking a look at current programs and recording the findings, and compiling a summary of immediate and pressing concerns of the professional staff. An assessment of reactions from regular and enrichment teachers becomes directive in forecasting enrichment unit scheduling cycles. (Explained in the Description section.) It would be most desirable to appraise human and material resources that could be utilized in the innovative process.

C. Concurrent search for broader perspective in relation to:

1. The Child: Characteristics and Environment

The nature of the disadvantaged child and his styles of learning.

The culture of poverty.

The role of the family in the life of a disadvantaged child.

The implications of environment for behavior.

The value systems which influence decision making by disadvantaged children.

The influence on age-mates on behavior of disadvantaged children.

The role of community agencies in reducing the influences of poverty on children.

Techniques for influencing the behavior of disadvantaged children.

The role of community agencies in reducing the influences of poverty on children.

Techniques for influencing the behavior of the disadvantaged.

The role of the self-concept and ego development in personality development of the disadvantaged.

Factors affecting stability, motivation, and achievement.

Patterns of child growth and development characterized by disadvantaged children.

The perceptual orientation of the disadvantaged child.

Mechanisms developed by disadvantaged children for coping with their environment.

2. The Teacher: Characteristics and Personality

Social interaction in the classroom as it concerns how teachers relate to pupils.

The social background of teaching.

Teacher aspiration as it relates to efforts with the disadvantaged child.

Techniques for meeting the unique situations evolving from the teaching of disadvantaged children.

Interpersonal relations and group dynamics.

3. The Educational Program: Content, Methods, and Materials

Content of language arts program and promising practices.

Instruments and media for teaching the disadvantaged.

Curricula for the disadvantaged.

Teaching methods and styles for the disadvantaged.

The role of the school in serving disadvantaged children.

The impact of urbanization on education and the local school.

The place of the local situation in the broad national perspective.

Solving educational problems stemming from pupil mobility.

Current programs which are proving effective in meeting the educational needs of the disadvantaged child.

Phase 1 would probably consume most of the 1965-66 school year. Tentative date for defining desired outcomes of the language-arts and home-school programs is February 1, 1966.

Phase 2: Program Development and Projection

During the spring of 1966, plans should be germinated for a six weeks' summer workshop of selected enrichment and/or regular teachers for the purpose of formulating hypotheses and designing innovations to be tested during the 1966-67 school year. This experience would also include a written consensus with reference to the content of language arts, potential learning experiences, materials and teaching skills. Crucial to program development is the devising of suitable evaluation procedures for assessing experimental approaches. Included in assessing the effectiveness of such programs and innovations would be such concerns as: cost; extent to which goals achieved; pupil learning as contrasted with the use of more conventional approaches; appropriateness of the materials to the backgrounds and associated needs of the pupils, teachers, and school; attitudinal responses of pupils, teachers, administrators, and parents; and the general efficiency and effectiveness of the operation. The diversified approach to be used during the summer of 1966 has been previously discussed and includes activities aimed at orientation, experimentation, maintenance and development, refinement, and materials preparation. Phase 2 would be completed by September of 1966.

Phase 3: Experimentation and Refinement

In September, 1966, it will be necessary to conduct an orientation program for all enrichment unit personnel to acquaint them with the results of the summer activities and particularly the procedures to be used in field testing the two new programs which were developed. As the tentative programs developed in the summer workshop are field tested, there is a simultaneous quest for greater insight in regard to the education of the inner city. In light of continued search for knowledge and the observations gained from field testing, the programs are refined. No doubt it may involve the assistance of selected personnel in a four to six weeks' workshop to crystallize field testing reactions into a rather firm sequential program. Should the field test reveal that any one of the innovations consistently fails to elicit the expected behaviors of the participant, this innovation would be further refined or eliminated.

Again, summer activities similar to those of 1966 would be anticipated.

Phase 3 would terminate in September, 1967.

Phase 4: Diffusion and Integration

Again, an orientation program will be conducted during September, 1967. According to every reasonable expectation, the final effort to modify and integrate the programs into the on-going education of socially disadvantaged children should be undertaken during the 1967-68 school year.

Particular emphasis would be given to dissemination activities in this phase. Materials related to professional growth, home-school relations, and language arts would be disseminated to interested educational institutions. The enrichment units will be available for observation. The developmental team participants would be made available for consultation to individuals, groups, or institutions.

During the last six months of the project, the developmental team with university collaboration would give particular attention to conceptualizing those techniques in planned educational change. During June and July, the project as such would be phased out and become the responsibility of the Division of Instruction.

Phase 4 would terminate in July, 1968.

6. EVALUATION

Overview

The evaluation design described below is necessarily general. The reasons for this are (1) that specific designs for evaluating non-laboratory, non-controlled situations are not available, and (2) that experimental designs and developmental projects in general are not compatible. The rigor and control requirements of experimental design are procrustean, while the developmental project requires the freedom necessary for change and improvement of the project as assessment data concerning the operation of the project becomes available. Such changes in the project, if they are to be consistently effective, must be based on sound evaluative information.

Purposes

The purposes of evaluation in this project are:

1. To determine the extent to which the project goals are achieved.
2. To develop a comprehensive record of project activities and events.

The achievement of the first purpose would provide the information necessary for (a) determining the over-all effectiveness of the project and (b) preparing the evaluation reports required by the State Department of Education.

The achievement of the second purpose would provide information useful to the project staff for (a) detecting any deviation of the actual project from the project design, (b) improving the on-going project, (c) identifying possible problem areas in advance, (d) determining the strengths and weaknesses of the project design and procedures, (e) refining and expanding the project design, (f) coordinating the over-all activities of the project schools, (g) facilitating communication among the project personnel, (h) diagnosing expected and unexpected outcomes of the project, and (i) communicating characteristics of the project to interested parties.

Framework

To achieve the evaluation purposes, it would be necessary to evaluate both product and process on a continuing basis. Also, a mechanism would be required to facilitate the revising of the project on the basis of information provided by the process evaluation.

The major steps in collecting product and process evaluation would be:

1. Identify criteria associated with the project goals (for evaluating product).
2. Identify possible barriers to implementing and sustaining project procedures (for focusing the process evaluation).
3. Define operationally and measure the criteria for product evaluation.
4. Define operationally and monitor the possible barriers that would be the focus of the process evaluation.
5. Periodically develop systematized data into required reports.
6. Assist the project staff to use the process evaluation data for making and implementing the decisions regarding the over-all project design and procedures.
7. Develop a context of information that would be useful to the project staff in communicating the characteristics of the project to interested parties.

The basic approach of this evaluation design would be to employ a special evaluation staff throughout the project to monitor and record project activities. The Evaluation Center, School of Education, The Ohio State University, has been invited, and has agreed, to fulfill this role. This evaluation staff would systematically summarize and report such information to the project staff, so that the information could be used by the project staff to improve the on-going project. The staff of the Evaluation Center and the project staff would work collaboratively in defining and implementing the evaluation functions.

Product Evaluation

The over-all strategy would be to identify the criteria associated with the project goals, develop or select instruments relevant to these criteria, collect relevant baseline data from the school records, establish standards against which to evaluate outcomes, obtain measures of the actual outcomes, and compare the actual outcomes with the baseline data and the selected standards.

The criteria that would be used in the product evaluation appear below for each objective. However, the specific standards, i.e., the score levels to be used in discriminating success from failure, have not been determined. Specific determination of these standards is anticipated to require intensive analysis of current school records across all specified criteria. Consequently, the determination of such standards would comprise a first phase of the evaluation. Generally, the standards would require that the individual students achieve near the level of their language arts potential, that the student's general educational needs would be met efficiently and effectively by the project in relation to other school efforts, and that the project would be effective in assisting project personnel and parents to reach their potential for collaboratively educating the student.

To avoid redundant enumeration of instrumentation and analysis procedures relative to each criterion, a generalized statement will provide examples of potential instruments which would be used at the direction of the evaluation staff.

Criteria Associated with Project Objectives

Objective 1 -- Refinement of an administrative structure (enrichment unit) for the purpose of (a) evolving the role of enrichment teacher and (b) freeing human and material resources and re-allocating them to cope with the problems of educating the disadvantaged primary-grade child.

> Criterion of Administrative Efficiency. To the extent that Objective 1 is achieved, the operation of the administrative structure of the project would possess flexibility of use, efficiency of time and use and re-allocation of human resources, economy (in terms of maximum benefit per unit of cost), flexibility of reaction to changes, and effective means of achieving the ends of the project.
>
> Criterion of User Attitudes. To the extent that Objective 1 is achieved, the attitudes of students, parents, and project personnel would promote the project to efficiently achieve its ends and provide for extension and change of the project to satisfy its stated purposes.
>
> Criterion of Communication and Cooperation among Teachers. To the extent that Objective 1 is achieved, the flow of communication between participating project personnel would be unimpeded and cooperation would be fostered.

Criterion of Job Satisfaction. To the extent that Objective 1 is achieved, participating personnel would be satisfied with the administrative structure of the project, and with their roles and the rewards afforded within the administrative framework.

Criterion of Increased Individual Attention. To the extent that Objective 1 is achieved, the disadvantaged child would receive increased individual instruction and attention.

Criterion of Adaptation. To the extent that Objective 1 is achieved, the administrative structure would respond to changes in the nature of the disadvantaged child and the character of the population.

Criterion of Role Identification. To the extent that Objective 1 is achieved, the interaction between the enrichment teacher, regular teacher, and students would contribute to alleviation of educational problems of disadvantaged children.

Objective 2 -- Develop a program of language which will enable the child to approach his fullest potential.

Criterion of Pupil Achievement. To the extent that Objective 2 is achieved, the individual child would reach the level of language arts skills that would be expected relevant to his potential. The language arts encompass a variety of skill areas -- reading, writing, speaking, listening, and the like. The evaluation would focus on each of these.

Objective 3 -- Develop a program of professional growth experiences which will orient inservice teachers to: (2) the many facets of servicing children from disadvantaged situations and (b) the area of planned educational change.

Criterion of Staff Growth. To the extent that Objective 3 is achieved, the project teachers should evidence increased understanding of, respect for, contact and rapport with, satisfaction in, knowledge of, and competence in applying a variety of approaches to provide efficient and effective educational service for the disadvantaged child.

Objective 4 -- Develop a program of home-school relations which will employ appropriate channels of communication to acquaint parents with the school's program and encourage parental support and reinforcement.

Criterion of Positive Home-School Relationship. To the extent that Objective 4 is achieved, the following factors would be evidenced:

a. Increased positive contact between parents and school personnel.

b. Improved parental understanding of school functions.

c. Improved parental support of the school's educational program.

d. Improved parental attitudes toward the school.

e. Increased cooperation between the school and parents.

f. Increased "valuing" of educational opportunity by parents as afforded through educational programs of the local schools.

Objective 5 -- Exploration of ways the Columbus City School District and institutions of higher education can utilize their unique resources in the solutionof mutual educational problems.

Criterion of Established Channels of Communication and Procedures. To the extent that Objective 5 is achieved, there would evolve clearly defined channels of communication and procedures for initiating and developing collaborative efforts by either the public schools or university personnel.

Criterion of Committed Resources. To the extent that Objective 5 is achieved, there would be refinement and/or expansion of committed resources (personnel, financial) by both the public schools and institutions of higher education to cooperative efforts.

Criterion of Increased Mutual Concern. To the extent that Objective 5 is achieved, there would be increased contacts, collaboration, and mutual understanding between the Columbus City School District and institutions of higher education regarding the education of the disadvantaged child.

Objective 6 -- Evolution of insights into the dynamics of planned educational change which would serve as a basis for approaching other problems.

Criterion of Annotated Project Evolvement. To the extent that Objective 6 is achieved, a historical documentation of the process of change associated with the installation, maintenance, and evolvement of the project would be maintained.

Criterion of Prototype -- To the extent that Objective 6 is achieved, there would be a utilization of insights evolving from the project in formulating other approaches to planned educational change.

Criterion of Insight Identification. To the extent that Objective 6 is achieved, there would be identification of key facilitating and deterring factors as well as explanation for their evolvement and possible testing.

Objective 7 -- Assistance (in terms of resources and services) to institutions of higher education for the development of a pre-service teaching program.

Criterion of Collaborative Efforts. To the extent that Objective 7 is achieved, there would be an interchange of information concerning (a) teacher characteristics influencing efficient and effective service to disadvantaged primary-grade children and (b) characteristics of disadvantaged children which necessitate a reorientation of educational service.

Criterion of Changed Pre-Service Program. To the extent that Objective 7 is achieved, there would be evidence that the institution of higher education has let information gathered in this laboratory situation have an impact on the teacher-training programs.

Probable Instrumentation Approaches

The nature of the criteria identified in the preceding section suggests a need for a diversity of evaluation instrumentation. It would only seem appropriate to indicate a range of probable instruments available for use by the evaluation staff.

a. Observation Scales -- To analyze classroom interaction and student-teacher behaviors relevant to working with the disadvantaged child to determine the effectiveness and efficiency of behaviors in achieving project goals.

b. Interviews, Opinionnaires, Attitude Inventories and Questionnaires -- (1) To determine satisfactions with positions, jobs, rewards, and interaction with larger administrative structure of the project. (2) To determine the ease of communication among personnel and the effectiveness of cooperatively attacking problems within the framework of the project. (3) To assess the changes in attitudes during the operation of the project relative to commitment to the basic aims and means of the program.

c. Logs -- (1) To determine use of equipment, materials, facilities, personnel, and success. (2) To gather data relative to parent-teacher contacts.

d. Cost Analysis -- Cost determinations of total administrative operation relative to the total achievement of the project and cost of the achievement of the first order objectives.

e. Monitoring -- (1) To note changes in the nature of individual child's problems. (2) To note changes in migration, attendance, aptitudes, and values. (3) To note reaction of project personnel to changes in individual children and the population of children and subsequent effectiveness of action taken in accord with the purposes of the project.

f. Testimony Instruments -- To discover attitudes and perceptions.

g. Q-Sort -- To assess roles of teachers in the enrichment unit and their perceptions of disadvantaged children.

h. Sociodrama Centered Discussions -- (1) To provide basis for open discussion about disadvantaged children. (2) To provide basis for role clarification.

The approach to probable instrumentation has been very generalized. At this point, it might add clarity to this proposal if one objective, criterion, and instrumentation were presented in an operational relationship. Objective 2 will be explored in relation to appropriate instrumentation.

Objective 2 -- Develop a program of language which will enable the child to approach his fullest potential.

Criterion of Pupil Achievement. To the extent that Objective 2 is achieved, the individual child would reach the level of language arts skills that would be expected relevant to his potential. The language arts encompass a variety of skill areas -- reading, writing, speaking, listening, and the like. The evaluation would focus on each of these.

The area of reading skills will be used to illustrate anticipated evaluation procedures.

Instrumentation. The instrumentation for measuring potential include the following:

1. A test such as the Metropolitan Reading Readiness Test would be administered during the fall of each project year to all first grade children participating in the project.

2. A test such as the California Test of Mental Maturity (CTMM) would be administered during the fall and spring of each project year to all children participating in the project.

3. The Wechsler Intelligence Scale for Children (WISC) would be administered during the fall of each project year to a random sample of 100 students from each grade level. These students would be selected initially from the population of first, second, and third grade students in the project schools and thereafter followed-up annually with the fall WISC administration. WISC measures should assist in determining the adequacy of the CTMM for measuring the intelligence of socially disadvantaged children, since the WISC would be individually administered and include both verbal and performance sections. Also, the WISC scores would assist in determining the average levels of potential in the project schools and in determining whether the potential changes over a period of years.

The instrumentation for measuring reading skills and general achievement would include the following:

1. Tests such as the California Reading Test, the Edgar Dale Vocabulary Test, the Critical Reading Test, and the California Achievement Test would be administered during the spring of each project year to all project pupils.

2. Interviews to be prepared by the evaluation staff would be conducted with project personnel and parents to determine their perceptions of the project's effectiveness in developing the child's reading and general achievement.

3. Classroom marks would be averaged and compared for pre-project versus project students.

4. An attempt would be made to determine and compare the extent of outside reading for both pre-project and project pupils.

Data Analysis

The general strategy would be to specify standards for each criterion variable, measure outcomes, and relate the outcomes to the standards. Where possible, existing analysis designs, such as analysis of variance, chi square, or simple cross break tables would be applied. Also, an attempt would be made to apply Basian statistics. Since, however, appropriate analytical procedures do not exist generally for evaluation of developmental projects in uncontrolled situations, attempts would be made by the evaluation staff to develop such procedures. Also, the staff would be continually alert to analysis procedures developed elsewhere. The analyses would be both longitudinal (for measuring rate of improvement) and cross sectional for comparing project and non-project students.

Process Evaluation

A comprehensive process evaluation would be conducted to monitor all specified project activities. Its purpose would be to provide periodic information for reviewing and recycling the project, to provide an information context for assisting future demonstrations of the project, and to allow a diagnostic analysis of the project once the outcome evaluation has been completed at the end of the project; i.e., to provide information that would be helpful in explaining why the outcomes turned out as they did.

The over-all plan would be to identify possible barriers to success associated with the project procedures, develop and apply instruments and techniques for monitoring these possible barriers, supply the process evaluation information, as it would be developed, to the project staff for use in conducting and/or modifying the project, and develop a historical account of the project activities.

Possible Procedural Barriers

Examples of possible barriers to the success of the project include identification of pupil needs and potential; training, special orientation leadership, and attitudes of staff members; facilities and materials; scope and power of the project methods; administrative structure; home-school communication and cooperation; pupil absence and mobility.

Techniques of Process Evaluation

Examples of techniques that would be employed in the process analysis include:

a. Program Evaluation and Review Technique (PERT) -- A management device for assisting in monitoring, evaluating, and reorganizing a project.

b. Project logs recording the project activities. These logs might be kept by the enrichment unit staff members in order to record any significant deviations from the project plan and subjective evaluations of the features of the project.

c. Scales for observing and recording classroom interaction.

d. Q-sorts for measuring teachers' perceptions of the disadvantaged child and of the roles of enrichment unit staff members.

e. Monitoring of accumulative records.

f. Interviews with teachers, administrators, parents, and students.

g. Monitoring of the use of equipment, materials, and facilities.

Data Analysis

The analysis of process evaluation data would consist mainly of developing frequency counts for observed phenomena over time. Such data summaries would be kept separately for each enrichment unit, thus allowing comparisons among schools and grade levels as well as analyses of possible trends. Where appropriate, such frequencies would be summarized in cross break tables.

Percentages would be computed where appropriate; e.g., in determining the percentage of pupil time that is devoted to field trips and other enrichment activities. Correlation and tests would be used in analyzing the Q-sort data.

Coordination of Staff Efforts

The Evaluation Center, School of Education, The Ohio State University, will assume major responsibility for (1) developing and implementing the project evaluation and (2) identifying and housing a staff appropriate to the evaluation function. The number of individuals employed to realistically accomplish the evaluation function will be determined by the Director of the Evaluation Center.

The financial remuneration for evaluation services would be expected to approximate five percent (5%) of the total enrichment unit project budget.

Major Tasks

The major tasks to be accomplished by the evaluation staff would be:

1. Selecting and developing evaluative instruments.
2. Gathering and analyzing baseline data.
3. Collecting and analyzing process data.
4. Collecting and analyzing outcome data.
5. Data processing (including test scoring and computer analyses).
6. Preparing evaluation reports.
7. Disseminating evaluation information to the project staff.

Reciprocal Relationship Between Evaluation Staff and Project Staff

If evaluation is to serve as an on-going process in project evolvement, a close reciprocal relationship would be desirable between the evaluation staff and the project staff. Using evaluation feedback to develop and implement programs with parents, teachers, and children is critical to the life of the project. In reality, the director of the evaluation staff would consult and plan regularly with the project staff. The project staff would be consulted in the developing and implementing of evaluation instruments and procedures. It would be hoped that resident participants involved in gathering data would be persons who have some background in elementary education and who relate to practitioners in the field. Only by developing a reciprocal relationship between the evaluation staff and project staff would evaluation become an integral part of the on-going project and fulfill a much needed function in program development.

7. POTENTIAL DIFFUSION STRATEGY

Concern with the problem of spreading the word about innovations is paramount. Diffusion implies both dissemination and demonstration. Dissemination involves creating widespread existence of the general nature of the invention among practitioners. The dissemination phase of diffusion does not purport to effect change in schools but only to create widespread awareness of the existence of an innovation by reporting and interpreting activities. It is essential that these activities reach populations considered as target systems in a non-distorted, intelligible form. Inherent in the demonstration process is an opportunity for the target systems (practitioners) to examine and assess the operating qualities of the innovation. Demonstration activities lend themselves to the interaction of competent professionals as they assess the innovation's credibility, convenience, and lack of bias.

Realizing the obligation to promote diffusion and knowing the relative ineffectiveness of publications, conferences, and workshops in the task of dissemination, the designers of this proposal must weigh alternatives. It may become necessary to seek a grant to study potential diffusion techniques, or to search for competent assistance from research centers, or to hypothesize about potential approaches from the experience of others, or to explore a combination of these alternatives.

As the project progresses, it is quite possible that a combination of approaches may prove to be logical and feasible. Yet there is seldom a substitute for human ingenuity in resolving commitments. Of course, visitors are welcome to probe, question, and explore the project in operation. There is tremendous pervasive power in visual observation and interaction of teachers in similar teaching environments. A traveling development team consisting of a project staff member, an enrichment teacher, and a regular teacher might be an effective vehicle for disseminating information. This team would be equipped with written materials, visual materials (possibly filmstrip or movie), etc., for "drive in" conferences of varying duration. It might be desirable to register the team's services with state and local departments of education. Information concerning the professional-growth program -- how it was ordered and systematized into a form appropriate for institutional use -- would be a type of innovation to be shared. Some type of field-service program, which involves observers, appears to be one way of narrowing the gap between the reporting of sound innovational practices and their widespread implementation in educational programs of public schools. The Evaluation Center at The Ohio State University will assume some responsibility for preparing annual reports to the State Department of Education noting project progress.

ENRICHMENT UNIT PROJECT BUDGET

(January 1, 1966 - August 31, 1966, excluding Summer Activities)

	Total	LEA	Private
I. Staff Personnel			
A. Coordinators (2, for 35 weeks @ $12,600 per 52-week year)	17,010	17,010	
B. Associates (1, for 26 weeks @ $8,800 per 43-week year)	5,330	5,330	
C. Assistants (2, for 24 weeks ($8,100 per 39-week year)	9,984	9,984	
D. Enrichment Teachers (40, for 24 weeks @ $6,767 per 39-week year)	167,040	146,160	20,880
E. Enrichment Teacher Substitutes (10 days per week for 24 weeks @ $22 per day)	5,280	5,280	
F. Clerk-Stenographer (2, for 35 weeks @ $89 per week)	6,230	6,230	
Sub Total, Staff Personnel	210,874	189,994	20,880
Retirement			
(A, B, C, D. E) @ 11.5%	23,535	21,133	2,402
(F) @ 10%	623	623	
Total, Staff Personnel	235,032	211,750	23,282

	Total	LEA	Private
II. Consultant and Contract Services			
A. Editorial Services (5 hours per week for 35 weeks @ $5 per hour)	875	875	
B. Collaborating and Consultant Services (5 days per week for 24 weeks @ $125 per day)	15,000	15,000	
C. Newsletter, Parent and Staff (Photographic and associated services for 24 weeks @ $25 per week)	600	600	
D. Packaging of Instructional, Parent, and Professional Growth Innovations (2½, for 24 weeks @ $1,500 each)	3,750	3,750	
E. Printing of Publications ($1,500 for 24 weeks)	1,500	1,500	
F. Evaluation Services (7% of project budget	39,950	39,950	
Total, Consultant and Contract Services	61,675	61,675	

	Total	LEA	Private
III. Travel Costs			
A. In-town Mileage, Staff (6, each with 55 miles per week for 24, 26, and 35 weeks respectively @ 9¢ per mile)	842	842	
B. Out-of-Town Travel, Staff (1 trip every six weeks for 24 weeks @ $250 per trip)	1,000	1,000	
C. Per Diem, Staff (4 days every six weeks for 24 weeks @ $18 per day)	288	288	
D. Travel, Out-of-Town Consultants (1 trip per week for 24 weeks @ $125 per trip)	3,000	3,000	
E. Per Diem, Out-of-Town Consultants (2 days per week for 24 weeks @ $18 per day)	864	864	
Total, Travel Costs	5,994	5,994	

	Total	LEA	Private
IV. Supplies, Materials and Equipment			
A. Office Supplies, Project Staff (7 stations for 24, 26, or 35 weeks @ $6 each per week)	1,284	1,284	
B. Xeroxing, Project Staff (35 weeks @ $10 per week)	350	350	
C. Mimeographing, Project Staff (35 weeks @ $75 per week)	2,625	2,625	
D. Telephone, Project Staff (35 weeks @ $25 per week)	875	875	
E. Postage, Project Staff (35 weeks @ $15 per week)	525	525	
F. Acquisition of Printed Materials, Project Staff (35 weeks @ $25 per week)	875	875	
G. Instructional Equipment and Materials			
1. First Grade Materials			
18 Units 4-1 @ $4,920 ea.	88,560	63,960	24,600
14 Units 3-1 @ $4,040 ea.	56,560	56,560	
2. Second Grade Materials			
7 Units 4-1 @ $4,955	34,685	34,685	
8 Units 3-1 @ $4,406	35,248	35,248	
3. Third Grade Materials			
9 Units 4-1 @ $4,647	41,823	41,823	
6 Units 3-1 @ $3,763	22,578	22,578	
4. Materials for Each Building (26 bldgs. @ $845 each)	21,970	17,745	4,225
Sub Total, Instructional Equipment and Materials	(301,424)	(272,599)	(28,825)
Total, Supplies, Materials and Equipment	307,958	279,133	28,825

Budget Summary

		Total	LEA	Private
I.	Staff Personnel	235,032	211,750	23,282
II.	Consultant and Contract Services	61,675	61,675	
III.	Travel Costs	5,994	5,994	
IV.	Supplies, Materials and Equipment	307,958	279,133	28,825
	Total	610,659	558,552	52,107